



# CIS/NEASC SELF-STUDY REPORT FOR TEAM EVALUATION

## Final Report, December 2020



THE AMERICAN SCHOOL IN ENGLAND

## Table of Contents

Part 1: Basic Information - Team Evaluation .....	1
Part 1: School Overview - Student Admissions and Attrition - Team Evaluation .....	7
Part 1: School Overview - Faculty and Administration - Team Evaluation .....	11
Part 1: School Overview - School-Wide Students' Achievement Information - Team Evaluation .....	14
Part 1: School Overview - The Local and Regulatory Environment - Team Evaluation .....	18
Part 1: The CIS Community Survey - Team Evaluation .....	29
Part 1: Financial Information - SWOT Analysis - Team Evaluation .....	39
Part 1: Financial Information - Audit - Team Evaluation .....	44
Part 1: Financial Information - Financial Management - Team Evaluation .....	47
Part 1: Financial Information - Financial Planning - Team Evaluation .....	57
Part 1: Financial Information - Insurances, Investment Policies and Debt Management - Team Evaluation .....	62
Part 1: Financial Information - Collections - Team Evaluation .....	66
Part 2: Domain A - Evaluative Commentary - Team Evaluation .....	69
Part 2: Domain A - Standard A1 - Team Evaluation .....	73
Part 2: Domain A - Standard A2 - Team Evaluation .....	77
Part 2: Domain A - Standard A3 - Team Evaluation .....	80
Part 2: Domain A - Standard A4 - Team Evaluation .....	84

Part 2: Domain A - Standard A5 - Team Evaluation .....	87
Part 2: Domain A - Standard A6 - Team Evaluation .....	90
Part 2: Domain A - Standard A7 - Team Evaluation .....	93
Part 2: Domain A - Standard A8 - Team Evaluation .....	96
Part 2: Domain A - Planned Actions - Team Evaluation .....	100
Part 2: Domain B - Evaluative Commentary - Team Evaluation .....	103
Part 2: Domain B - Standard B1 - Team Evaluation .....	108
Part 2: Domain B - Standard B2 - Team Evaluation .....	113
Part 2: Domain B - Standard B3 - Team Evaluation .....	117
Part 2: Domain B - Standard B4 - Team Evaluation .....	122
Part 2: Domain B - Standard B5 - Team Evaluation .....	125
Part 2: Domain B - Standard B6 - Team Evaluation .....	131
Part 2: Domain B - Standard B7 - Team Evaluation .....	135
Part 2: Domain B - Standard B8 - Team Evaluation .....	139
Part 2: Domain B - Standard B9 - Team Evaluation .....	142
Part 2: Domain B - Planned Actions - Team Evaluation .....	145
Part 2: Domain C - Evaluative Commentary - Team Evaluation .....	148
Part 2: Domain C - Standard C1 - Team Evaluation .....	154
Part 2: Domain C - Standard C2 - Team Evaluation .....	157
Part 2: Domain C - Standard C3 - Team Evaluation .....	161
Part 2: Domain C - Standard C4 - Team Evaluation .....	164

Part 2: Domain C - Standard C5 - Team Evaluation .....	167
Part 2: Domain C - Standard C6 - Team Evaluation .....	171
Part 2: Domain C - Standard C7 - Team Evaluation .....	174
Part 2: Domain C - Planned Actions - Team Evaluation .....	178
Part 2: Domain D - Evaluative Commentary - Team Evaluation .....	181
Part 2: Domain D - Standard D1 - Team Evaluation .....	185
Part 2: Domain D - Standard D2 - Team Evaluation .....	189
Part 2: Domain D - Standard D3 - Team Evaluation .....	193
Part 2: Domain D - Standard D4 - Team Evaluation .....	197
Part 2: Domain D - Standard D5 - Team Evaluation .....	201
Part 2: Domain D - Standard D6 - Team Evaluation .....	205
Part 2: Domain D - Standard D7 - Team Evaluation .....	208
Part 2: Domain D - Standard D8 - Team Evaluation .....	212
Part 2: Domain D - Standard D9 - Team Evaluation .....	216
Part 2: Domain D - Standard D10 - Team Evaluation .....	220
Part 2: Domain D - Standard D11 - Team Evaluation .....	224
Part 2: Domain D - Standard D12 - Team Evaluation .....	228
Part 2: Domain D - Planned Actions - Team Evaluation .....	232
Part 2: Domain E - Evaluative Commentary - Team Evaluation .....	235
Part 2: Domain E - Standard E1 - Team Evaluation .....	238
Part 2: Domain E - Standard E2 - Team Evaluation .....	243

Part 2: Domain E - Standard E3 - Team Evaluation .....	249
Part 2: Domain E - Standard E4 - Team Evaluation .....	253
Part 2: Domain E - Standard E5 - Team Evaluation .....	256
Part 2: Domain E - Standard E6 - Team Evaluation .....	259
Part 2: Domain E - Standard E7 - Team Evaluation .....	262
Part 2: Domain E - Standard E8 - Team Evaluation .....	265
Part 2: Domain E - Standard E9 - Team Evaluation .....	268
Part 2: Domain E - Planned Actions - Team Evaluation .....	271
Part 2: Domain F - Evaluative Commentary - Team Evaluation .....	274
Part 2: Domain F - Standard F1 - Team Evaluation .....	278
Part 2: Domain F - Standard F2 - Team Evaluation .....	282
Part 2: Domain F - Standard F3 - Team Evaluation .....	286
Part 2: Domain F - Standard F4 - Team Evaluation .....	290
Part 2: Domain F - Standard F5 - Team Evaluation .....	293
Part 2: Domain F - Standard F6 - Team Evaluation .....	297
Part 2: Domain F - Standard F7 - Team Evaluation .....	300
Part 2: Domain F - Planned Actions - Team Evaluation .....	303
Part 2: Domain G - Evaluative Commentary - Team Evaluation .....	305
Part 2: Domain G - Standard G1 - Team Evaluation .....	311
Part 2: Domain G - Standard G2 - Team Evaluation .....	323
Part 2: Domain G - Standard G3 - Team Evaluation .....	328



Part 2: Domain G - Planned Actions - Team Evaluation .....	339
Part 2: Domain H - Evaluative Commentary - Team Evaluation .....	341
Part 2: Domain H - Standard H1 - Team Evaluation .....	344
Part 2: Domain H - Standard H2 - Team Evaluation .....	348
Part 2: Domain H - Planned Actions - Team Evaluation .....	356
Part 2: Domain I - Evaluative Commentary - Team Evaluation .....	359
Part 2: Domain I - Standard I1 - Team Evaluation .....	371
Part 2: Domain I - Standard I2 - Team Evaluation .....	375
Part 2: Domain I - Standard I3 - Team Evaluation .....	381
Part 2: Domain I - Standard I4 - Team Evaluation .....	384
Part 2: Domain I - Standard I5 - Team Evaluation .....	387
Part 2: Domain I - Standard I6 - Team Evaluation .....	390
Part 2: Domain I - Standard I7 - Team Evaluation .....	395
Part 2: Domain I - Standard I8 - Team Evaluation .....	401
Part 2: Domain I - Planned Actions - Team Evaluation .....	403
Part 3: Conclusions - Team Evaluation .....	406

## Part 1: Basic Information - Team Evaluation

The information required is contextual: how the school is structured, accreditation history and any recent changes to the school.

## Ratings Rubric

There is no Rubric for this response.

## Self Ratings

No Rating

## Response

TASIS The American School in England is inspected and/or accredited through four main processes:

### 1. UK Educational Authorities

- a. Prior to 2018, when inspected by the Office for Standards in Education, Children's Services and Skills (OFSTED), the following inspections occurred:
  - May 2016: Full Inspection
  - December 2016: School and Residential Monitoring Inspection
  - [June 2017: School Progress Monitoring Inspection](#)
  - [September 2017: Boarding Programme Progress Monitoring Inspection](#)
- b. From January 2018, regulatory inspections for TASIS England were transferred to the Independent School Inspectorate (ISI).
  - The ISI is the primary body responsible for inspecting and monitoring the educational, boarding care and early years provision of independent schools against standards set by the UK government.
- c. This transfer of Inspectorate UK Agencies from OFSTED to ISI occurred due to:
  - The Head of School being elected to membership with the Independent Schools Association (ISA) in December 2017;
  - Successful OFSTED Progress Monitoring Inspections in June and September 2017.
- d. In May 2019 we received our first [Regulatory Compliance Inspection \(RCI\)](#) for a day and boarding school from the ISI. The school successfully met all standards and there were no recommendations for improvement.

## **2. The School is accredited by the Council of International Schools (CIS) and the New England Association of Schools & Colleges (NEASC)**

- We completed our Preliminary Report and team visit from [CIS](#) and [NEASC](#) in February 2019. The report has been included in the evidence related to this information.
- We are currently completing our Self Study process for both CIS and NEASC utilising the CIS Domains for International Accreditation.
- CIS Community Survey data was extremely supportive towards the school and areas for improvement aligned with the school's Strategic Plan and expectations.

## **3. The school is authorized to teach both the International Baccalaureate (IB) Diploma Programme, and Advanced Placement (AP) courses.**

- We are currently completing the IB Diploma Evaluation Self Study process.
- We will receive an IB Diploma Evaluation Visit in April 2020.

## **4. The TASIS England Summer School is inspected and accredited by the British Council.**

- Our last successful [inspection was in July 2018](#).
- Our Summer School Programme was the winner of the 'Best Educational Product Award 2019 Award' from The British Educational Travel Association. [The award was received in November 2019](#).

## **Significant Changes**

Since the CIS/NEASC Five-year visit and report in March 2016, the school has gone through a number of significant changes. These include three major areas:

### **1. Leadership Transitions**

- The ramifications of an 'Inadequate' rating by OFSTED led to leadership transitions at both Board and Head of School level.
- The Head of School left the School in December 2016 and two interim Heads of School guided the school through to July 2017 when the current Head of School, Bryan Nixon, took over the role.
- The TASIS England Board Chair and some Board members resigned in September 2016 and a new Board Chair, Mr Ben Dorman, was appointed and served until July 2017 when Mr. Fernando Gonzalez, was appointed Chair. [The Board has been restructured](#) and currently has eight members including a Vice-Chair (a new position), Mr David King. A Governance, Risk and Nominations Committee chaired by the Vice Chair has revised



our Board Policy Manual and worked with the Head of School to develop Board and School Leadership Succession Plans. The manual and the succession plans were approved at the November 2019 Board Meeting.

- From July 2017 the Senior Leadership Team has been reformed. The Team now includes:

- o Head of School – appointed July 2017
- o Director of Studies – appointed July 2017
- o Director of Pastoral Care and Designated Safeguarding Lead – appointed June 2017
- o Director of Human Resources – appointed August 2017
- o Head of Boarding – appointed August 2019
- o Head of Upper School – appointed August 2019
- o Head of Middle School – appointed July 2016
- o Head of Lower School – appointed July 2017
- o Director of Marketing and Communications- appointed May 2018
- o Director of Student Recruitment and Admissions – appointed November 2017
- o Director of Sports and Activities – appointed February 2018

- For August 2019 we are currently recruiting:

- o A new Head of Middle School
- o A new Director of Student Recruitment and Admissions

## **2. Subsequent rise in student numbers from Preliminary Visit in February 2019**

- TASIS England experienced an overall decrease in the number of students enrolled between 2017 and 2019. While boarding student numbers remained steady, day student numbers diminished years mainly due to changes in expatriate compensation packages as well as increased competition in the UK and abroad. The 2018 – 2019 school year started with an enrolment of 605 versus a start of year enrolment of 646 in 2017 – 2018.

- In 2019 – 2020 the Board of Directors approved an enhancement of our boarding program to include the addition of Grade 8.

- The 2019 – 2020 school year started with an enrolment of 653. This is a very positive increase of 48 students year on year with additional increases in applications year on year of over 30%.

### **3. Positive retention from 2018**

- Student retention from 2018 – 2019 into 2019 – 2020 ran at a five year high of 83%.
- Faculty transition for the past two recruitment cycles (for years 2018-2019 and 2019 – 2020) has been below 9%. With an anticipated less than 10% transition for the 2020 – 2021 school year based on Faculty Statements of Intent completed in November 2019. In 2016 – 2017, faculty transition was 28%.

### **Description of each school section:**

#### **Lower School (ages 3-10)**

The Lower School curriculum is designed to foster the creativity and natural curiosity of young learners. The core subjects - Literacy, Mathematics, Science, History, and Geography - are supplemented by specialist classes such as Spanish, Art, Music, Drama, Physical Education and Personal Social Health and Economic Education (PSHEE). Educational excursions and field trips complement and enhance the joy of learning through the academic program. As the children work together in the classroom and socialize with their peers in co-curricular activities, they are guided by the School's Mission, Commitments and Values as well as an emphasis on the virtues of respect, responsibility, honesty, generosity, and perseverance. Within the Lower School area of campus, students have a dedicated dining room and playground spaces, a well-resourced library, a dedicated Science center, and possibilities for exploring STEAM (Science, Technology, Engineering, Art, and Mathematics) subjects.

#### **Middle School (ages 10-14)**

During these transitional years, students need guidance and understanding as they change and grow from childhood to adolescence. Students follow a full schedule of core courses (English, Mathematics, Science, French or Spanish, and History) along with additional subjects that include Skills (Library, Technology, Study skills), Art, Music, Drama, Health/PSHEE, and Physical Education, as well as several other optional courses. Middle School students meet with their Advisor and Advisory Group each day, providing time for academic help and guidance, relationship building, and social/emotional development. The Middle School house system provides many opportunities for students to develop leadership and collaborative skills as they work, play, and socialize with their peers in friendly competitions, community service, charity fund-raising, and community activities.

The sports and activities (co-curricular) program is designed to encourage participation and skill development.

### **Upper School (ages 14-18)**

Students have a choice of multiple learning pathways, culminating in the American High School Diploma. Students have the alternative of pursuing the IB Diploma Program or of taking a combination of Advanced Placement and honors-level courses. Dedicated to helping lead young men and women into an increasing awareness of their individual capabilities, the Upper School provides students with a balanced, liberal, international/American college-preparatory education that is challenging and rewarding. Within this framework, the curriculum embraces the verbal disciplines of English, History, and Foreign Languages; the analytical rigor of Mathematics and Science; the aesthetic appeal of the Arts and Humanities; and the challenges of Physical Education and Sports/Activities. The Upper School offers International Sections of specific classes and an EAL Program designed to fit the unique needs of our international Upper School students and to bring their learning to life. The Upper School faculty is dedicated to providing programs and an environment that fosters international mindedness, service leadership, and life-long learning.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

TASIS The American School in England (TASIS England) has undergone significant leadership transitions and changes in governance initiated by an ‘inadequate’ rating by the Office for Standards in Education, Children’s Services and Skills (OFSTED) which led to the resignations of the head of school, the board chair, and several board members in 2016. Two interim heads of school led through to July 2017 when the current head of school, Mr. Bryan Nixon, took over the role. In 2017, Mr. Fernando Gonzalez was appointed chair of the board and the board was restructured. From July 2017 the senior leadership team was reformed.

The evaluation team acknowledges the thoroughness of the basic information provided by TASIS England as it was extremely helpful in providing an in-depth understanding of the

school context, including academic and co-curricular programs and achievements.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## **Part 1: School Overview - Student Admissions and Attrition - Team Evaluation**

The school describes and analyses student admissions and attrition data to provide an overview, in numeric terms, of the growth, stability or otherwise of the enrollment and the degree of mobility of the student population.

### **Ratings Rubric**

There is no Rubric for this response.

### **Self Ratings**

No Rating

### **Response**

The TASIS global community includes students with 52 nationalities. Our boarding community comes from around the world to our school; our day families are predominantly relocating to London/South East England for work or personal reasons, attracted by the proximity of, and good transport links to, Heathrow Airport and Central London. The most popular localities for our families include Virginia Water, Weybridge, Walton on Thames, Richmond and Sunninghill/Ascot.

The second half of the 2018/19 applications cycle, and the 2019/20 applications cycle, saw significant increases in inquiries and applications to, and enrollments at TASIS England. In 2019/20 we returned our lower school to three figure enrollment, filled boarding places by late spring, including grade 8 boarders for the first time, and enrolled an additional 38 day students in an uncertain macroeconomic and political environment. In total in 2019/20 TASIS England enrolled 25% more new students than in 2018/19. Retention, driven by increased oversight throughout the academic year including the creation of a formal retention committee, reached a recent high of 87%.

The Retention Committee was formed at TASIS England in 2017 to address concerns around an increasing number of students selecting to move to other local schools or international boarding schools and choosing not to continue their studies at TASIS England.

Due to the large number of families who will relocate each year there will always be students we cannot retain, but as a School we recognized that there are students who elect to change schools, often due to the fact that they did not fully understand the various pathways and programs (ie. athletic, financial aid support, boarding) offered throughout the middle and/or high school years.

The Retention Committee meets roughly every 6-8 weeks, depending on the time of the year. It is made up of the Head of School, Section Heads, Head of Boarding, Director of Student Recruitment, and Senior Associate Director of Admissions and Enrollment Management. The meetings provide an opportunity to update the Committee on any information around student movement or a family's plan for the future years. The Committee reviews all information available around each student/family and their plans or concerns for their child's future at TASIS England. Any students who we may be able to retain (ie. not relocating) will have a member of the Committee contact the family or student to discuss options and any concerns. These will be shared with the Committee and updates provided at the next meeting.

The [attached overview](#) provides a comparison over the last three years of those who have electively chosen to attend another school, where it can be correlated that the work the Retention Committee has undertaken has had a significant impact on elective school moves. A [copy of the "Retention and At Risk 2018-19" list](#) is also attached to show notes regarding the intelligence shared throughout the year and the various efforts the team will have undertaken to work to retain all eligible students.

A range of initiatives have been undertaken to encourage families and students to choose TASIS England for their schooling. These have featured:

- Significant broadening and deepening of our connections with those influencing families across our different constituencies including:
  - partnerships with educational agents (primarily related to boarding students), including leveraging our location and campus to welcome agents for training sessions and other activities;
  - executing a wide-ranging outbound travel program, visiting new and established markets on a regular basis, using narratives developed from the school's mission statement;



- integrating our academic year recruitment and admissions planning with those related to our successful summer school;
- working with the widest range of partners within the relocation industry (primarily related to day students) to assist in the transition of families to London, Surrey and to TASIS England, supported by a parental community who play a full part in a range of activities to assist those moving to our school.
- Improving conversion throughout the cycle via an enhanced and continuing focus on facilitating families' journeys to, and at, TASIS England, including:
  - the development of wide scholarship and financial aid schemes, supported by the TASIS Foundation, allowing the widest range of students to access our school, regardless of personal circumstances;
  - building wider local links, including the introduction of open mornings to complement our personalised tours and increased interaction with local schools and businesses;
  - continuing improvements in processes and systems underpinning these journeys, ensuring GDPR compliance and ease of access for families;
  - benchmarking all of our activities against a wider range of competitors, including both international and local schools.
- A wider range of marketing and outreach activities, including our website, digital and partnership initiatives, thought leadership development and a focus on inbound marketing linked to families' interest in our school.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

TASIS England experienced significant decreases in student numbers between 2017 and 2019. In response to this decline changes have been made by the board to increase boarding to grade 8 and changes have been made by the administration including the formation of a retention committee. The retention committee was formed to address concerns around an increasing number of students selecting to move to other local schools or international boarding schools and choosing not to continue their studies at TASIS England. Their role includes analysis of the reasons why students are at risk of leaving TASIS England and, where appropriate, the initiation of a form of retention action in line

with pathways defined in the school mission. The committee also looks for possible trends in admissions and attrition.

These initiatives have seen a positive growth in student numbers from 2018 to 2020 with a reduction in 2020-21 due to the effect of COVID-19. The school admissions department reports a significant rise in enrollment inquiries for January 2021 onwards and are prioritizing boarding enrollment with their expansion of capacity.

The school narrative provides useful contextual information about student admissions and attrition.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## **Part 1: School Overview - Faculty and Administration - Team Evaluation**

The school uses data on faculty and administration to offer insights into the growth and stability of the school, including the rationale for trends in staffing.

### **Ratings Rubric**

There is no Rubric for this response.

### **Self Ratings**

No Rating

### **Response**

#### **Gender, Age Group and type of Academic Degree**

Faculty and Administration total approximately 150 employees which represents 2/3rds of our workforce. TESIS faculty includes all teachers along with Counsellors, College Counsellors, Higher Level Teaching Aides and Librarians. Administration refers to our Senior Leadership Team (SLT) which is currently 12 strong and includes academic and specialist professional senior leaders representing Teaching and Learning, Program Support, Recruitment and Operations.

Across the areas of gender, age group and academic degree there is a general consistency and stability across the three year period with some slight variance in recent years. Firstly, the faculty gender composition has remained constant with an average split of 68% male and 32% female. This ratio differs within the Administration team which has a higher female representation. In addition, over the past two years the Administration (SLT) male/female split has moved from 60/40 to an equal 50/50 split. This is due to the creation of a new Director of Human Resources SLT post in 2018 to align with the School's people focused mission and strategic employee related goals, along with the 2019 high ranking appointments of a female Head of Upper School and Chief Financial Officer for the first time in the School's history.

In terms of age group data only 7% fall within the lower 20 - 29 year age band, while 20% are aged 30 - 39 years, 30% 40 - 49 years, 30% 50 - 59 years and 13% are aged 60 or over. As TASIS ideally seek a minimum of 3 to 5 years teaching experience it is not surprising that the lower age band is the least populated. The density across the 30 to 59 year bands reflects the high level of employee satisfaction and engagement leading to low turnover (explored further in the section below) and an average length of service of 8 years. Despite recent retirements of older and extremely long serving faculty members, there has been a steady increase in the proportion of employees aged 60 or over in the last 3 years which is attributed to the removal of statutory retirement age in the UK, age related delay of state pension payments and legislation to protect employees from age discrimination.

Academic qualification data has remained fairly constant across the last three years -all bar one non-academic leader are educated to Bachelor degree level with over 50% possessing a Master's degree and 6% holding a Doctorate or PhD degree. There has been an overall increase in Master's degrees in the past 2 years due to a more strategic approach to recruitment ensuring early hires of highest calibre candidates who are more likely to be educated to Master's degree level.

**Total number of faculty leaving our school with breakdown of reasons for leaving including: relocation, personal/family, not retained and other reasons.**

As stated above, due to the current high levels of employee engagement which have existed since the appointment of a new Head of School in July 2017, faculty turnover has been exceptionally low with an average of just 9% and 8% across the last two years respectively. The significant statistic to note here is an exceptional turnover for TASIS of 28% in the 2016/17 school year. This was primarily due to the turmoil of the Ofsted inspection in May 2016 which rated the school 'inadequate' and led to a loss of confidence in the previous Administration and future potential of the school.

Reasons for leaving (explored during exit interviews) are predominantly due to relocation (54%) based on desire return to home country (particularly true for those from America and North America who miss family) or the opportunity to work in a different continent or part of Europe. Only 4% of faculty left due to personal reasons over the last 3 years and, due to

successful recruitment strategies, numbers 'not retained' have decreased from 8% 3 years ago to 2.5% over the last 2 years.

Significant 'other' reasons equates to an average of 34% over the last 3 years and includes the strain of managing teaching and boarding program work (which peaked in 2017 and led to a complete restructuring of our boarding program and introduction of dedicated House Parents to reduce the workload of faculty) and retirement (with an especially high incidence in 2018 with several extremely long serving employees taking the decision to finally leave TASIS after several decades of service, as they felt it to be in safe hands under the new leadership team). Finally, improved capability and conduct related performance management combined with faculty decisions to resign due to lack of allegiance to the new mission, accounted for over half of these 'other reason' leavers in the last 2 years.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

Following the inadequate rating from the Ofsted inspection in 2016 there was a significant faculty turnover reaching 28% in 2018. With the current high levels of employee engagement following the appointment of a new head of school, faculty transition has fallen to levels below 10%.

The information provided by TASIS England has been pivotal in assisting the evaluation team to develop a contextual understanding of staff retention. The school narrative provides useful contextual information about faculty and administration.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## **Part 1: School Overview - School-Wide Students' Achievement Information - Team Evaluation**

Data on the achievements of the students show trends in academic attainment, as well as offering the school the opportunity to exemplify the broader achievements of the students, in those areas that may be less obviously measurable.

### **Ratings Rubric**

There is no Rubric for this response.

### **Self Ratings**

No Rating

### **Response**

Advanced Placement (AP) exams are given at the conclusion of Advanced Placement courses. These courses are meant to correspond to a first-year university course in academic rigor. The [AP Five-Year School Score Summary](#) shows how TASIS England AP students compare to AP students in the UK and across the world.

As can be seen in the graph and tables, TASIS England students typically score well above the world average and achieve comparable levels to other AP students in the UK. TASIS England AP students make up approximately 20% of the total number of AP students in the UK.

In 2018, the College Board recognized our students' achievements in the Advanced Placement exams:

- 20 students were named as AP Scholars (average score of 3.0 on three or more exams);
- 9 students were named as AP Scholars with Honor (average score of 3.25 on all AP exams);
- 31 students were named as AP Scholars with Distinction (average score of 3.5 on all AP exams).

[International Baccalaureate exam results](#) over the years show that TASIS England's IB



program is solid: almost all of our diploma candidates every year successfully earn the IB diploma, and the average score has been consistently above the world average. Twice in the last five years, a TASIS England student has earned the maximum of 45 points.

The College Board's Scholastic Aptitude Test (SAT) is widely used in the university admissions process, especially with universities from the USA and Canada. [TASIS England's overall results](#) in the past three years have been generally consistent.

The Preliminary Scholastic Aptitude Test (PSAT) is offered to TASIS England students in grades 10 and 11. This test helps to identify students' academic strengths and areas needing improvement, and it also gives students practice in taking lengthy, intellectually demanding aptitude tests for university admissions. Our [PSAT results for the past three years](#) show an upward trend toward higher scores..

The Educational Records Bureau (ERB) exams measure students' abilities in several academic areas. [TASIS England students from grades 3-8 take these tests every year.](#) These results are compared to "Suburban/Public" school norms and "Independent" school norms. The ERB graphs for [2016-17](#), [2017-18](#), and [2018-19](#) demonstrate the extent to which TASIS England students in each grade level compare to others taking this test.

Please see the the 2019-20 Academic Profile for a [list of the universities and colleges worldwide that have accepted TASIS England graduates since 2015.](#)

Among the various achievements and distinctions received recently by TASIS England students outside the classroom are the following:

- The Scholastic Art and Writing Awards is the longest-running, most prestigious and competitive program for creative teens in Grades 7-12 who attend schools in the U.S. or U.S. accredited international schools. Maya Nylund is a recipient of the Scholastic Silver Key Award in Writing for the International Region in 2018, based on a piece of poetry she submitted entitled "The Toilet of Venus."
- Several physics students have [co-authored published articles](#) with their teacher over the last two years.
- Bebras Computing Challenge, which is organized in 40 countries worldwide: In 2018, TASIS

England students were in the top 10% in the country for their age group, and one student received the best score in all of Surrey.

- Fourteen TESIS England students last year took the challenging [“F=ma” physics exam](#).
- UK Mathematics Trust Senior Challenge and Intermediate Olympiad UK Mathematics Challenge: In 2018, a number of our students won gold, silver, and bronze certificates, with two students winning Merit prize and one student winning a Book prize (awarded to the top 50 students in the UK).
- Several students have earned awards in the [Duke of Edinburgh program](#) over the past two years.
- Below are the Fall 2019 International Schools Athletics Association (ISAA) tournament results:
  - o I.S.A.A. Varsity Girls Soccer: 1st Place
  - o I.S.A.A. Varsity Boys Soccer: 3rd Place
  - o I.S.A.A. Varsity Girls Volleyball: 5th Place
  - o I.S.A.A. Varsity Boys Volleyball: 1st Place
  - o I.S.A.A. Cross Country: 1st Place
- Below are the Fall 2018 International Schools Sports Tournaments (ISST) results:
  - o I.S.S.T. CROSS COUNTRY CHAMPIONSHIPS (D2): 8th PLACE
    - VARSITY GIRLS CROSS COUNTRY: TEAM 7th Place
    - JUNIOR VARSITY GIRLS CROSS COUNTRY: 5th Place
    - VARSITY BOYS CROSS COUNTRY: TEAM 4th Place
    - JUNIOR VARSITY BOYS CROSS COUNTRY: 7th Place
  - o I.S.S.T. GIRLS SOCCER (D1): 7th Place
  - o I.S.S.T. BOYS SOCCER (D2): 1st Place Winner (Gold)
  - o I.S.S.T. GIRLS VOLLEYBALL (D1): 5th PLACE
  - o I.S.S.T. BOYS VOLLEYBALL (D1): 2nd Place Runners Up (Silver)

Last year (and in many years prior) we have had students who have been recognized with the prestigious Diana Award, an external service award named in honor of the late Diana, Princess of Wales. The Diana Award website says, “Established in memory of Diana, Princess of Wales, The Diana Award is the most prestigious accolade a young person aged 9-25 years can receive for their social action or humanitarian work.”

Last year, the student who won the award was recognized for her exemplary fundraising

work on behalf of the Juvenile Diabetes Research Foundation, for whom she had raised more than \$25,000 in three countries, with a vast array of innovative events.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

TASIS England provided a thorough overview of student achievement information. The narrative also included an overview of the various learning programs offered to the students and a summary of the school academic achievements, all of which provide a comprehensive understanding.

TASIS England collects a wide range of information and data related to school-wide student achievement as outlined in the school narrative. The 2019-20 school profile gives an extensive breakdown of student achievement in the International Baccalaureate and Advanced Placement examinations, standardized testing results, and college acceptances.

The school narrative provides useful contextual information about student achievement.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## **Part 1: School Overview - The Local and Regulatory Environment - Team Evaluation**

The school's narrative on the local and regulatory environment helps to give the context to the school's operations and its own Guiding Statements.

### **Ratings Rubric**

There is no Rubric for this response.

### **Self Ratings**

No Rating

### **Response**

#### **1. Special features of the locality/state/country and the area in which your school is located, and its physical campus/campuses**

TASIS The American School in England (TASIS England) is a leading international, co-educational school near London for day (ages 3-18) and boarding pupils (ages 13-18). Students from more than 50 countries contribute to a unique and dynamic learning environment, thriving in an atmosphere that encourages character development and academic achievement and celebrates the School's international population.

The School is located to the south west of London in the county of Surrey. There are good communication links by road and rail to London and to major areas of cultural interest, for example Windsor, Runnymede and London museums and art galleries. It is close to London Heathrow Airport facilitating the easy international transfer of students. The catchment area of the School includes major areas of residential housing used by expatriate families with many sending their children to TASIS as day students.

The School occupies a 42-acre site in the village of Thorpe and the campus is divided into two, North and South campuses. The North campus hosts the Lower, Middle School and Upper School teaching facilities, sports halls, playing fields and other school facilities. The South campus houses all the Boarding facilities, Library, Dining Room, administrative

offices, the Innovation Centre and further playing fields.

The buildings are a special mix of historic (some listed) facilities sensitively adapted for the modern requirements of school life and newer purpose- built facilities like the Cloisters dormitory and the Science building.

Information and photographs of the campus and facilities is provided on the School's website ([www.tasisengland.org](http://www.tasisengland.org)).

## **2. The regulatory environment under which your school operates and how this influences your school's operations, including any formal relationships with embassies/diplomatic missions**

The regulatory environment under which our school operates is the Department for Education and English Education Law. The school was previously inspected by Ofsted. Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect services providing education and skills for learners of all ages. They also inspect and regulate services that care for children and young people. Ofsted is a non-ministerial department. In June and September 2017, the school received Ofsted School Progress Monitoring Reports related to education and boarding respectively following the Ofsted full inspection reports in May and December 2016. In both these monitoring inspections the school had met all the standards being inspected.

In 2017, the new Head of School was accepted as a member by the Independent Schools Association and, as a result, in January 2018 the school transitioned to the Independent Schools Inspectorate for inspections. The ISI inspects independent schools on behalf of Ofsted and shares their findings with them. As an ISI inspected school the school is required to comply with The Independent Schools Standards and Regulations (ISSR), The National Minimum Standards for Boarding (NMS) and The Early Years Foundation Stage (EYFS). TASIS England is inspected every 3 years by the Independent Schools Inspectorate (ISI). The last ISI inspection was a Regulatory Compliance Inspection conducted in May 2019. The school met all the ISI standards for all aspects of school operation with no recommendations. The inspection reports are issued following an inspection and they are placed on public record. The School is expecting a combined Educational Quality and Compliance inspection by ISI within three years (by 2022) in accordance with the normal

cycle of inspections.

The School does not have any formal relationships with any embassies or diplomatic missions. TASIS England is also accredited by The New England Association of Schools and Colleges (NEASC) and Council of International Schools (CIS). It is also registered to provide IB and AP courses and examinations. An IB Diploma Evaluation visit will occur in April 2020.

**2a. Include a description of your school's constitution, governance and/or ownership structure, including the mode of governance if your school is one of a group of schools.**

TASIS England is registered with the Department of Education as an independent school under the reference URN 125423. The proprietor of the School, being the person or body responsible for the management of TASIS England, is TASIS The American School in England, a private unlimited company incorporated in England under company number 1604308. The principal object of the company set out in the Articles of Association is:

To establish, maintain and carry on any school or school college, centres and other establishment for the general education and instruction of students in all subjects that the company may from time to time determine with particular reference to the American school syllabus. There are a number of secondary objects and these are set out in the Articles of Association which vest general powers to manage the School in the Board of Directors.

TASIS England operates as a for profit company with any trading surpluses reinvested in the School's activities.

As the School is a private unlimited company, as a Director (Governor) of the School the individual is a company director. They have responsibilities under corporate law and also under education regulations.

The Board of Directors, which meets four times yearly, is responsible for the overall governance, financial stability and strategic direction of TASIS England, developing, in collaboration with the senior leadership, the School's Mission, Strategic Plan and goals in



accordance with the governing document, legal and regulatory guidelines. Its responsibility is to ensure the School is well managed and not to get involved in operational issues.

In addition to complying with company law and any other relevant regulation and legislation, Directors must exercise their power in accordance with the School's governing document (Memorandum and Articles of Association) and, under Part 10 of the Companies Act 2006, there are specific legal duties placed upon company directors.

TASIS England is owned by the TASIS Foundation, a Swiss charity whose charitable objective is the provision of education to children based on the Founder's principles and philosophy. The Foundation observes organisational regulations which describe and establish the rules for the proper administration of the Foundation and the schools, programmes and companies owned and controlled by the Foundation.

The Foundation Board of Directors hold two meetings a year and receive reports, both financial and non-financial, from each of the schools it owns. The Chairperson of TASIS England is a member of the Foundation Board in accordance with Foundation policy.

The Foundation appoints its Chairperson as its representative to TASIS England who will, whenever possible, attend all meetings of the TASIS England Board of Directors and participate fully in deliberations. The representative is not a TASIS England Director and is not therefore entitled to vote on any decisions or other actions of the TASIS England Board.

### **3. The validity and authority of your school's license to operate, including a description of any restrictions on your school's operations determined by its license**

As indicated above the School is licenced as an independent school based in the UK. There are no restrictions placed upon the School under the terms of this licence providing we remain compliant with the Independent School Standards and the National Minimum Standards for Boarding.

### **4. Compliances used by your school to inform policy and procedure in health, safety, security and safeguarding (e.g. health and safety policies and certifications, security certifications, policies, outsourced agreements, and child protection and safeguarding**

## procedures and policies)

As stated earlier we comply with the Independent Schools Inspectorate framework and inspection cycle. In May 2019 we received a Regulatory Compliance Inspection and this will be followed three years later in 2021 by an ISI Education Quality Inspection.

In England, the Department for Education (DfE) provides the key guidance for schools and colleges [Keeping children safe in education \(DfE, 2019a\)](#). It sets out the legal duties to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges. In terms of safeguarding and child protection, our policies are guided by Keeping Children Safe in Education (KCSIE, September 2019) safeguarding legislation.

Schools and colleges must also follow the guidance set out in [Working together to safeguard children \(DfE, 2018\)](#). The safeguarding duty of schools and colleges is also set out in section 175 of the [Education Act 2002](#), the [Education \(Independent School Standards\) Regulations 2014](#), and the [Non-Maintained Special Schools \(England\) Regulations 2015](#). The DfE has also provided [guidance for independent schools](#), which includes information about safeguarding (DfE, 2019b).

For the purposes of compliance with health and safety law in the UK, the School is an employer and has a general duty of care under the Health and Safety at Work Act 1974 in respect of the health, safety and welfare of its employees. The School also has responsibilities in respect of its students, visitors and contractors, both under the 1974 Act and the Occupiers Liability Act of 1957 and 1984.

The law requires the School to publish and update as necessary a “[Health and Safety Policy](#)”, which we have developed, incorporating guidance such as “Successful Health and Safety Management” and “Leading Health and Safety at Work”, published by the Health and Safety Executive and the Institute of Directors. The School displays the “Health and Safety Law” poster and has a Health and Safety Committee that meets 3 or 4 times per year and reports to the Board of Directors. A Health and Safety working group also meets, reporting to the Health and Safety Committee, to ensure that the Health and Safety Policy is being adhered to, staff are being trained appropriately in health and safety procedures, risks are being identified and managed and incidents reviewed and learned from.

A number of other policies underpin our approach to health and safety at the School. These are:

- [Fire Safety Policy and Emergency Evacuation Procedures](#)
- [First Aid Policy](#)
- [Health Centre Policies and Procedures](#), inclusive of Administration of Medication
- [Risk Assessment Policy](#)

As required by the “Management of Health and Safety at Work Regulations 1999”, the School undertakes risk assessments of its general work activities, premises and facilities and ensures that these are reviewed when anything changes sufficiently to prompt a review. It also undertakes risk assessments for all student off site visits and for sporting activities and fixtures. These risk assessments are all stored centrally and available for review at any time. They are used to identify risk mitigation activity that needs to be carried out and any training requirements for staff.

The School maintains a Risk Register that is reviewed by each risk owner at least twice per year and in the event of any significant change. It is also reviewed by the Health and Safety Group and by the Board twice a year. Each risk is risk assessed and these risk assessments are reviewed at the same intervals.

The School is also required under the law to abide by a number of other specific regulations and ensure that activities are risk assessed in relation to them. Those most pertinent to the School are:

- Personal Protective Equipment at Work Regulations 1992
- Display Screen Equipment Regulations 1992
- Manual Handling Operations Regulations 1992
- Control of Substances Hazardous to Health Regulations 2002 (COSHH)
- Control of Noise at Work Regulations 2005
- Control of Asbestos Regulations 2012
- Fire Safety (Regulatory Reform, Fire Safety, Order 2005)
- RIDDOR - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Electricity at Work Regulations 1989

The School ensures through annual training that staff have the relevant information on risks to their health and safety; where their role requires it, on preventive and protective

measures to control those risks; and on their general responsibilities to themselves and everyone else under the 1974 Act. All staff are required to take an online Basic Fire Awareness course each year and receive a refresher each year at Orientation on health and safety, the siting of first aid kits and EpiPens and reporting incidents.

The School operates with a separate team of Fire Marshalls, all of whom receive more specific training in fire response.

Housekeeping, Maintenance, Grounds and Security staff receive more in-depth online training in manual handling, health and safety and COSHH, as their roles require it. Faculty teaching science subjects also take CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) training to support them in delivering their practical sessions.

The School has an online reporting system for Accidents, Incidents and Near Misses, and the data from these is reported quarterly to the Health and Safety Committee of the Board. This system acts as the School's Accident Book. In the event of a reportable illness, accident or dangerous occurrence, these must be reported to the Health and Safety Executive under RIDDOR. The School is fortunate that it has not recently suffered a reportable event. The School is required to provide First Aid facilities and trained First Aiders and is guided by the Department of Education's "Guidance on First Aid for Schools". First Aid kits and EpiPens are available at key points around the campus and the siting of Defibrillators is marked on the School's site map. We also have a Health Centre, with trained staff available 24/7.

The School uses the services of independent consultants to undertake the statutory checks that need to be carried out. We keep an Excel based workbook (called the "Compliance Workbook") of all our properties and facilities, which makes it clear the compliance inspections and checks that need to be carried out and their frequency. This acts as a RAG rated dashboard that enables us at a glance to check that we are compliant and in-date and to identify inspections that need to be scheduled.

We use competent specialist consultants to undertake the following statutory and best practice compliance inspections, with any remedial action undertaken either in-house or by

competent contractors, as appropriate:

- Fire Risk Assessments – undertaken annually
- Plume Mist Suppression – carried out annually where it is installed
- Fire Sprinklers – annual service
- Fire Doors – checked 6 monthly for sleeping areas and annually otherwise
- Fire Extinguishers – inspected annually
- Electrical Conditioning Report – undertaken every five years
- Emergency Lighting 3 Hour Discharge – undertaken annually
- Gas Boilers – serviced annually
- Legionella – tested for monthly with weekly flushing of infrequently used taps
- Ventilation/Air Circulation Systems – annual inspection
- Dampers – annual servicing
- Lightning Protection – inspected annually
- External Metal Staircases – inspected annually
- Kitchen Extraction – cleaned and inspected annually
- Ground and Air Source Heat Pumps – serviced annually
- Fire Alarm – serviced quarterly
- Telescopic Seating – annual servicing
- Lifts – 6 monthly servicing
- Vehicles – annual MOT
- Kiln – serviced annually
- Uninterruptable Power Supply (UPS) - annual service
- Autoclave – annual service
- Fume Cupboard – annual inspection

In-house inspections are carried out by our internal teams as follows:

- Portable Appliance Testing (PAT) – undertaken annually for equipment brought to school by our boarders and every 3-5 years for all other equipment other than high usage work tools.
- Boarding House Health and Safety Inspections – carried out weekly by House Parents
- Health and Safety Inspections – carried out monthly throughout the campus by the Housekeeping team
- Emergency Lighting 2 Minute Flick Test – carried out quarterly
- COSHH – safe management checked monthly as part of Health and Safety inspections and Senior Leadership or Board walks

- Fire Alarm – tested weekly
- Chemicals Inventory - annual

In terms of fire safety, the regulations require us to display fire evacuations routes; ensure fire doors and exits are clearly marked and kept free of obstruction; provide and maintain fire extinguishers around the campus; provide and maintain a fire alarm system; ensure flammable or combustible materials are stored in fireproof containers; and provide access to emergency vehicles. The School carries out whole school fire drills each term, as well as overnight evacuation drills for its boarding students. It also organizes a whole school evacuation biannually and a lockdown drill annually. These drills are often observed by members of the Board and the statistics show significant improvement in evacuation speeds.

In terms of Bussing and Catering, the School has outsourced this provision. It applies the same rigorous staff clearance policies and procedures to staff working for these suppliers and each is required to comply with health and safety policy and procedure relevant to their industry. The bussing contractor is required to ensure that all drivers and vehicles used have the correct operator licenses and insurance provision; that drivers are suitably trained and that vehicles are maintained and inspected. For catering services, the school has to have in place appropriate policies, notices, procedures and risk assessments required by Health and Safety Law or Food Law. They must also ensure that all food is appropriately labelled, in accordance with Food Law requirements and, in particular ensure that allergen and intolerance information is clearly available to all consumers of the food. They must at all times maintain our Food Hygiene Rating, which must not fall below level 3. The caterer must also have in place the appropriate consents, licenses, registrations and authorizations to carry on business as a caterer and must conduct an annual hygiene and health and safety audit.

The School has a published [Crisis Management Plan](#), available to all staff via its Learning Management System, undertakes an annual whole school evacuation drill and has forged links with Thorpe Park locally, as its secondary site in the event of an emergency. The School also has a Crisis Management Committee of its senior leaders, that meets to review crisis management arrangements. Each member carries a radio, so that the committee can deploy rapidly, in the event of a crisis. This was successfully tested recently, when an intruder was spotted and contained.



The School is required to have regard to the security of its staff and students under the Education (Independent School Standards) (England) Regulations 2014. The School recognizes its particular risk profile as an American International school and operates a 24/7 security presence, with perpetually manned CCTV coverage.

Finally, the School must display the following in places where they are easily accessible to staff:

- Certificate of Employer's Liability Insurance – renewed annually and posted to the School's Learning Management System for easy access
- 2009 version of the "Health and Safety Law – What you should know" poster – displayed at key points around the campus
- Notices specifying the location of First Aid kit and names of First Aiders
- Fire evacuation notices and route plans

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

The narrative explains the transition from inspection by Ofsted to the Independent Schools Inspectorate (ISI) for inspections. As an ISI inspected school it is required to comply with The Independent Schools Standards and Regulations (ISSR), the National Minimum Standards for Boarding (NMS), and The Early Years Foundation Stage (EYFS).

The narrative regarding school constitution and governance, compliance policies in health, safety, security, child protection and safeguarding, and government regulations is comprehensive and evidence suggests that the school fully meets the local and regulatory environment in which it operates.

The school narrative provides contextual information about the local and regulatory environment.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## **Part 1: The CIS Community Survey - Team Evaluation**

The school develops a narrative based on an analysis of the survey results including (but not confined to) the points of analysis detailed in the instructions. While the statistics emerging from the survey will be of interest, it will be much more important for Evaluation Team Members to read how the school has acted or plans to act to produce institutional improvement in response to the main survey findings.

### **Ratings Rubric**

There is no Rubric for this response.

### **Self Ratings**

No Rating

### **Response**

Commentary on the CIS Community Survey Results

#### **I. Survey Results**

##### **Response Rates**

- Alumni: 53 respondents
- Board: 9 respondents (100%)
- Faculty: 116 respondents (90%)
- Parents: 305 respondents (60%)
- Students: 550 respondents (96%)
- Support Staff: 68 respondents (71%)

The CIS Community Survey suggests that TASIS England demonstrates strengths in all nine Domains. Below are some representative responses to statements related to all Core Standards; in each case the percentage figures refer to the combined Agree and Strongly Agree responses to the survey statements:

#### **Survey - Core Standard - Statement**

## **TASIS %**

### **Aggregate %**

- Parents A1 I understand the Mission, Vision, and Values of my child's school
  - 98
  - 93.6
- Faculty A2 The school's guiding statements and their ethical basis influence how the school operates
  - 93.5
  - 90.4
- Students A3 The school's Mission includes respect for diversity and the development of global understanding
  - 96.6
  - 89.8
- Staff A4 The school encourages staff to view each student as an individual
  - 91.8
  - 89.4
- Board B1 The documented respective roles and responsibilities of governance, ownership, leadership and management are reflected in practice
  - 100
  - 95.9
- Faculty B2 The actions of the school's leadership are aligned with the school's mission and values
  - 95.3
  - 90.2
- Parents B3 I believe the school operates in a financially responsible manner
  - 91.1
  - 85.2
- Alumni C1 What I learned in school provided a good basis for what I'm doing now
  - 94.1
  - 87.6
- Alumni D1 I left this school feeling prepared academically to pursue my goals
  - 94.1

- 85
- Students D2 My learning needs are adequately supported by the school
  - 92.2
  - 84.5
- Parents E1 The school promotes a supportive environment for students' learning and well-being
  - 94.4
  - 91.6
- Faculty E2 I understand the school's policies on child protection
  - 99%
  - 95%
- Students E3 I understand the school's expectations for my behaviour
  - 98
  - 91.1
- Alumni F1 My teachers had the knowledge and skills to teach me well
  - 96.1
  - 90.4
- Staff F2 The school required a background screening prior to my appointment
  - 98.2
  - 91.8
- Faculty F3 The school provides professional development which is relevant to my needs
  - 87.6
  - 85.6
- Board F4 The school abides by ethical standards in line with its Mission and Values with regard to recruitment and employment policies and practices
  - 100
  - 97.6
- Faculty F5 I receive periodic feedback and supervision through the performance evaluation process
  - 83.5
  - 81.9
- Students G1 School premises and equipment are well maintained

- 94.8
- 79.1
- Parents H1 The school effectively manages parental communications
  - 96.1
  - 86
- Students I1 The school's boarding program meets my needs
  - 88
  - 82.2
- Faculty I2 Child protection policies and practices relating to boarding provision are effectively and consistently applied
  - 91.7
  - 80.1

There were a few differences among the perceptions of the constituent groups, as seen in the combined Agree and Strongly Agree responses to the following:

- 81.8% of Faculty to C4: "The formal curriculum promotes the development of digital citizenship" (aggregate result is 88%). Note that the Student responses to this statement yielded positive replies of 93.5% compared to the aggregate result of 86%. Although the TASIS Student results were strong overall, the percentage of "Agree" and "Strongly Agree" responses tended to decline among the Upper School students. Since the Upper School has a higher proportion of faculty members than the other school sections, this might explain the apparent discrepancy between the overall Faculty and Student responses to this statement.

- 90.1% of Parents to D2: "My child's learning needs are adequately supported by the school" (aggregate result is 85.9%). The Student responses to the corresponding survey statement yielded similar results (92.2% vs. the aggregate's 84.5%). Interestingly, the positive Alumni responses to the corresponding survey statement were lower than the aggregate result. This might suggest that changes made in recent years, including improvements in the Learning Resource Center (LRC) and the English as an Additional Language (EAL) program have added to our ability to provide high quality differentiated learning that matches student need.

• 67.7% of Students to E8: “I am satisfied with the effectiveness of the school’s university/college/career guidance and counselling processes” (aggregate result is 70.4%). Interestingly, the positive response for this question by TASIS Faculty is 88.9%, which is higher than the aggregate result of 84.1%. We are working to improve college and career counselling perceptions through a more systematic program of college guidance beginning in grade 9 and including applications workshops, a career speaker series, and an annual career fair.

II. Action items in response to the survey findings where positive TASIS results are lower than positive Aggregate results (survey suggesting weakness/opportunity and Standard in parentheses).

*N.B. In the course of the work by the Domain committees throughout school year, many of the action items below have been addressed. Please note the comments in italics after each action.*

1. Director of Studies and Curriculum Leadership Team will explore curriculum alignment with mission, commitments, and outcomes (Staff & Faculty - C1).

*As indicated in the Domain C Evaluative Commentary, the school’s curriculum is closely bound to the mission and outcomes. Nevertheless, it remains a Planned Action in Domain C.*

2. The Head of School will provide support staff with an opportunity to review their role within our community through the Mission, Commitments and Outcomes. (Staff - A5).

*As noted in action number 14 below, the school has developed a version of the Professional Learning Journeys evaluation program for staff members. Nevertheless, this remains a Planned Action in Domain A.*

3. The Head of School will review with Staff the definition of Intercultural Learning to help engage them in how we explore local culture and cultural diversity (Staff - C3, D7).

*The definition of Intercultural Learning has been developed and will be widely*

*integrated into all facets of the school's programs. It remains a Planned Action in Domains A, C, D, and F.*

4. Director of Studies will work with community to create a definition of High Quality Learning and use it to help faculty improve teaching strategies and assessment techniques (Faculty - A7/C6).

*The definition of High-Quality Learning has been developed and will be widely integrated into all facets of the school's programs. It remains a Planned Action in Domains A, C, D, and F.*

5. The Board and Head of School will develop a 10-Year Campus Development Plan that addresses concerns about long term financial planning, provision for physical disabilities, size and furnishing of boarding accommodation, and heating, cooling, and ventilation of boarding houses (Board - B2/B3; Staff & Faculty - E5; Staff & Students - I6).

*This remains a Planned Action in Domain B.*

6. The Academic Dean will oversee preparation of an updated Academic Policy, and the Vice-Chair of Board will oversee preparation of a revised Board Policy Manual to help address a perceived lack of consistency in application of policies (Faculty - B8).

*The Board Policy Manual has been revised, as is explained in the Domain B report. The development of a school-wide Assessment Policy remains a Planned Action in Domains C and D.*

7. IT Manager and Senior Leadership Team will develop a 3-Year Technology Strategy (Faculty - C4; Board & Staff - G2).

*A new IT Strategy has been developed, as is explained in the Domain G report. Integrating the new IT Strategy into the school's teaching and learning programs remains a Planned Action in Domains B and G.*

8. Director of Studies and School Section Heads will increase PD offerings for faculty that



focus on differentiation, especially for students needing additional learning support and for English language learners (Faculty - D2, D11).

*Although work has been done in this area, as is explained in the Domain D report, it remains a Planned Action in Domain D.*

9. Director of Studies, Heads of Departments, and Curriculum Leadership Team will update the school's Assessment Policy, with the goal of emphasising assessment for learning (Faculty - D3).

*This remains a Planned Action in Domains C and D.*

10. School Section Heads will review the school's master schedule (Faculty - D10).

*This was completed in the summer of 2020, taking into consideration the likely need to offer a hybrid learning environment during the coming school year.*

11. The Head of EAL will communicate the structure and benefits of our EAL program, as articulated in the new EAL Handbook, to the school community (Students - D12).

*This has been completed, as is explained in the Domain D report.*

12. Director of College Counseling will improve communication regarding new 4-Year College Guidance program (Students - E8).

*This remains a Planned Action in Domain E.*

13. Heads of School Sections and HR Director will communicate PD opportunities and redistribute the PD process for faculty and staff (Staff & Faculty - F3).

*This remains a Planned Action in Domain F.*

14. Senior Leadership Team will develop a professional supervision, feedback, and evaluation program for Staff that mirrors the Professional Learning Journeys program for

Faculty (Staff - F5).

*This was completed in January 2020, as is explained in the Domain F report.*

15. Bursar to work with bus service company will address our needs better and reduce complaints. This is already in progress, and complaints have been fewer in recent months (Parents - G3).

*Complaints were significantly reduced and communication was much improved by the time that bus service concluded in March 2020 due to the pandemic.*

16. Head of Boarding to communicate the safer recruitment process for boarding employees to the school community (Parents, Staff - I2).

*This has been completed as is explained in the Domain I report.*

17. Head of Boarding to communicate our supportive mental health and wellbeing policies and programs to the school community (Parents - I4).

*As House Parents have now been trained as Mental First Aiders, as is clearly stated in notices in the boarding houses, this has been completed.*

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

The CIS Community Survey was administered in the Fall of 2019 to all TASIS England community members: board, parents, faculty, staff, students, and alumni. The evaluation team did not find evidence to suggest that the school had set survey completion targets to determine whether or not the survey represented the constituent group. The response percentages for each group demonstrated that the community was engaged in the process.

While responses were lower among the parent community, the 60% represents more than sufficient input for this particular demographic. The support staff had a relatively low rate of return on the survey. Overall, the return rates indicate that the data yielded is valid and accurately reflects each facet of the community.

TASIS England conducts regular surveys of the community although the CIS Community Survey was more comprehensive in scope and constituents surveyed. The committee's analysis of the CIS Community Survey has been integrated into an action plan which provides a framework for the school's efforts to improve.

The responses from all constituent groups reflected an understanding of and support for the school's guiding statements. The school's efforts to foster intercultural learning and a respect for diversity were also identified as strengths on the survey. Subsequent conversations with parents, teachers, and students indicated that a broadly understood definition of intercultural learning is still very much a work in progress.

Student voice and agency emerged as an area of strength on the student survey. The survey data presented in the action plan indicated that Domain D Teaching and Assessing for Learning is an area of strength in the school.

There were conflicting results regarding the college counseling program between faculty who deemed this to be a strength and students who rated the program significantly lower.

The action plan indicated that the parents surveyed expressed significantly less confidence in the child protection clearance procedures for school employees working in the boarding facilities. This is not referenced in the committee's narrative.

The school had not set targets to indicate which areas constituted strengths and weaknesses. While the overall percentages of agree and strongly agree were exceptionally high in many cases (>90%) no specific metric was set beyond the comparison of aggregate to disaggregate data.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.

## Part 1: Financial Information - SWOT Analysis - Team Evaluation

The analysis of the strengths, weaknesses, opportunities and threats offers the school the opportunity to demonstrate its capability in financial analysis and management. It is vital, in accreditation, to be able to assess the school's financial stability and sustainability.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

#### 1. What are the financial strengths of your School?

The School's finances are getting stronger year on year, following a period of decline as described under 2 below.

The School is owned by and has the full support of the TASIS Foundation, which believes in our Mission, and this is demonstrated by the contributions that the Foundation has made over the last two years to support our financial position. This has been a decreasing level of support, with one final injection agreed for this current financial year ended 30 June 2020, after which period the School is on course to break even.

The finance team itself is settled, with a number of years collective experience in the School. It is managed directly by the Assistant Bursar, who is a career accountant. His work and the finances of the School are overseen by the Bursar, who is a professional accountant - an Associate of the Chartered Institute of Management Accountants and Chartered Global Management Accountants - and holds an MBA.

This provides the School with a strong professional basis for its finances and these are scrutinised four times a year by the Finance Committee and the Board of Directors.

Good financial control is achieved through the dedicated team; through a comprehensive [Procedures Manual](#) and through monthly budget statements to all budget holders, holding them to account for their expenditure and control of costs.

An 83% retention rate of students going into the 2019-20 academic year is a source of real strength to the School's finances.

## **2. What are the financial weaknesses of your School?**

The School enjoyed sound finances up to the end of financial year 2015-16. A poor OFSTED report (the Office for Standards in Education, Children's Services and Skills), coupled with a failure to recognise and act upon the need for extensive marketing and admissions promotion, led to a slump in student enrolment from an average 743 in 2015-16 to a low point of 615 in 2018/19, causing the School to record increasing losses to a low point of £2.7m in 2017-18.

The Foundation took action and appointed a new Head of School, who took up his post on 1st July 2017 and has actively led and inspired the School to deliver a programme of continuous improvement. Significant achievements have included successful OFSTED compliance visits in June and September 2017, British Council re-accreditation of the School's Summer Program in August 2018 and a successful Independent Schools Inspectorate Regulatory Compliance Inspection in May 2019. In addition, the School's vibrant new Mission and targeted focus on marketing and admissions, has helped to revitalize the student roll and, therefore, the School's finances.

The School is budgeting to break even in financial year 2020-21, as agreed with the Foundation as the final year of a 4-year recovery plan.

In order to do this, we need to continue to build on our student roll, currently at 659, through a focus on networking with influencers and prospective families and reinvigorated marketing. We need careful planning, in respect of infrastructure and facilities, to reverse underinvestment over the last few years in a moderate and affordable way and we need to constantly monitor the cost inherent in our bespoke educational offer to students against its perceived value in the marketplace.

In addition, the School does not currently operate a purchase to pay system that would enable greater visibility and control of expenditure before it takes place. We are evaluating how best to implement this within the constraints of the School's current systems, balancing cost versus benefit.

### **3. What are the financial opportunities for your School?**

We are not at full enrolment, which presents us with the opportunity to bring in another £1.8m in income (in approximate terms), if we could attract a further 90 day students. We are currently at capacity for boarding, including a new 8 bed extension to Orchard House, but are planning a new facility, which, subject to planning permission, could deliver 30 more boarding places, which would attract a premium of a further £0.75m and help us to build boarding for Grade 8 students, which has been a new success this year.

The Foundation remains hugely supportive and welcomes the opportunity to finance initiatives for the achievement of our Mission, such as funding support for curriculum development and financial aid to attract promising students from disadvantaged backgrounds across the globe.

To date the School has not focussed systematically on alternative income generation opportunities but is turning its attention to doing so. It has a number of facilities that it could seek to leverage financially and is set in 47 acres of beautiful landscaped grounds. For example, we have been trialling sports and other camps over the summer and half term break, using external facilitators, with a view to being able to charge groups for the use of our facilities, and have been approached by a local university looking for additional dance space.

We do gain a minimal income from hosting tournaments, by taking an income from an agreed percentage from all food vendors, alongside our own concessions stand.

### **4. What are the financial threats to your School?**

Our experience suggests that our boarding enrolment is reasonably resilient, regardless of

what is going on politically or economically across the globe. Our day student numbers have held up extraordinarily well this year, despite the uncertainty of Brexit, but could be impacted if the UK leaves the European Union and companies investing in the UK seek to withdraw.

There is a general risk in the UK, in the event of a future Labour government, of the potential imposition of VAT (value added tax, currently set at 20%) on fees charged by independent schools. Currently school fees are VAT exempt. Imposing VAT on school fees would require a change in the law, which could take several sessions of Parliament to vote through. However, this process will, unfortunately, become easier, if the UK leaves the European Union.

The Independent School Sector is prepared to lobby hard against this threat, which will not be universally popular but might be able to gain traction. It is estimated that TASIS would be able to shield only around 5-6% of its income (related to boarding as a separate supply from the provision of education) from the imposition of VAT.

There is no reason to assume that TASIS' income would be impacted any worse than other independent schools in the UK and might indeed hold up better, as our students on the whole are less likely to be easily situated in the state sector.

In the event of a major downturn in our enrolment and, therefore, income, we will respond by resizing our educational offering.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

The TASIS England SWOT analysis was carried out by head of school and executive director of finance and operations and is a clear statement highlighting financial strengths and weaknesses mainly related to student enrollment which has been a threat in the past but is also seen as an opportunity. Current student numbers have held well; the drop in enrollment following COVID-19 was less than anticipated.



This SWOT analysis is an open and honest reflection and along with subsequent evidence, suggests the school has paid attention to the financial situation borne of a crisis a few years before. Although there are financial issues, the board and leadership have demonstrated that they know them well, and are acting on them, with the back up support of the TASIS Foundation. There is also an awareness that there is a need to look towards alternative sources of income generation and the analysis has identified possibilities for future exploration.

A review of the school's financial statements demonstrates that there are no discernible issues regarding the school's financial stability.

## **Commendations**

Financial information: SWOT analysis - The head of school and executive director of finance and operations for carrying out a thorough and effective SWOT analysis to ensure that financial decisions are well informed.

## **Recommendations**

None at this time.

## Part 1: Financial Information - Audit - Team Evaluation

The school describes its internal and external audit arrangements to indicate how it assesses business risk and how it uses checks and balances to improve financial and business management.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

#### 1. Is there an annual external audit conducted each year?

The School is audited annually by an independent external auditor. The external auditor audits the financial statements of TASIS The American School in England, which comprise Statement of Income and Retained Earnings, Balance Sheet, Cash Flow Statement and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that is applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102, the Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

The audit is conducted in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. The auditor is independent of the organization in accordance with the ethical requirements that are relevant to the audit of financial statements in the UK, including the FRC's Ethical Standard.

#### 2. How does your School address the auditor's recommendations?

The auditor produces an "Audit Findings Report", in respect of their audit. This includes a set of recommendations that require a management response from the School before the

audit is signed off.

From an audit perspective, the School is required not only to provide an acceptable response to any recommendations relevant to the current audit but also to demonstrate an effective response to recommendations made in previous audits. Both are published in the Audit Findings Report.

The auditor produces the Audit Findings Report for consideration at the School's Finance Committee for ratification ahead of presentation to the School's Board of Directors. The auditor also meets with the Finance Committee and the Board of Directors (usually by telecon), in order to ensure full transparency over their findings and the management response to their recommendations.

The auditor declared that the audit of the financial statements for the year ended 30 June 2019 was the cleanest to date, with only one low priority recommendation and one medium priority recommendation, both of which were accepted by the Finance team. The medium priority recommendation involved an additional monthly check, which has been implemented. The other recommendation involves a review of our Fixed Asset Register, to remove any fully depreciated assets that are no longer in use, which will be implemented in advance of year end.

In terms of the prior year's recommendations, the Audit Findings Report shows that the auditor was satisfied that all previous recommendations, of which there were eight, had been effectively dealt with. An example is that there was no evidence at the time that the risk register was actively reviewed - we have been able to show that it is reviewed at least quarterly; discussed at the Health and Safety Group meeting, each time it meets four times a year and is reviewed by the Board twice a year, in September and January.

In summary, the Bursar is responsible to the Head of School and to the Board of Directors for ensuring that the School's finances are correctly accounted for and that financial processes and procedures are fit for purpose and transparently adhered to. She takes the recommendations from the external auditor very seriously and undertakes to ensure that these are implemented in full and that the evidence that this is the case is submitted on an annual basis via the Audit Findings Report to the Finance Committee and to the Board of

Directors.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

The narrative and evidence provided illustrates appropriate due diligence. The school is audited annually by an independent external auditor. The financial reporting framework follows United Kingdom Accounting Standards, including Financial Reporting Standard 102, the Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

Items identified for improvement in the audit report from observations in 2017 and 2018 are fully implemented or no longer relevant and have been acted on. This illustrates that TASIS England has shown due diligence. The audit confirms the narrative in the SWOT analysis.

Audit results are submitted to the finance committee and to the board of directors and shared, in an abbreviated form, with the school community at the annual AGM as part of the annual report.

## **Commendations**

None at this time.

## **Recommendations**

None at this time.

## **Part 1: Financial Information - Financial Management - Team Evaluation**

The school demonstrates how it manages its finances and how well it manages its finances. This is an opportunity for the school to show how the Board/Governing Body exercises its responsibilities in financial planning and stewardship, as well as the roles of the senior officers in the school's administration.

### **Ratings Rubric**

There is no Rubric for this response.

### **Self Ratings**

No Rating

### **Response**

#### **1. Does your School have a financial procedures manual?**

The School has a document, called "[Business Office Procedures Manual](#)" and this is updated on an at least biennial basis and reported as such to the Finance Committee and to the Board of Directors. It is a comprehensive document covering roles and responsibilities; the accounting system and chart of accounts; budget codes and budget holders; budget management and accounts payable; credit notes; payments and receipts; accounts receivable; banking; postings and reconciliations; student's pocket money; petty cash; month and year end procedures; and investment policy and procedure.

The manual is intended to ensure that all members of the finance team are aware of the School's policy in respect of various financial transactions, including what they absolutely must and must not do. It is also intended as a comprehensive procedures manual, such that all members of staff have a clear step-by-step guide as to the way in which various processes should be carried out. This helps to ensure consistency and supports new starters within the team.

The manual was last reviewed in 2018 but the new Bursar has instigated an early review to

ensure that the manual remains current and comprehensive, such that she can provide assurance to the Board that it continues to be fit for purpose. She has identified areas that, for completeness sake needed adding, notably around investment policy, and intends the manual to be a living document. To that end, she has involved members of the team in reviewing sections against their own practice to ensure compatibility and robustness of procedure, due for publication by the end of January.

## **2. Is there defined independent spending authority and the ability to conduct budget line-item transfers given to management without the need for additional Board approval?**

The Bursar sets the budget each year based around sensible assumptions relating to costs and income. The annual budget is set within the context of longer-term planning (3 years), such that the School and the Board of Directors have a clear sense of direction within a stable envelope.

Therefore, on an annual basis, there is an expected overall cost and income expectation within which the Bursar and finance team meet with individual budget holders to agree whether there is any need to vary their budgets. The new budget is presented to the Finance Committee for its recommendation to the Board of Directors in the January Board and then again in May, in the event of any new information. It is presented once more in September, for final ratification, once student enrolment numbers for the new academic year are confirmed.

The Bursar has the authority, in agreement with the Head of School, to vary budgets in-year, provided that the School achieves its bottom line as budgeted. Budget holders are aware of their in-year spend from their monthly budget statement. In the event of any new initiative, the budget holder is required to make a case to the Bursar and Head of School, who will assess if the budget can accommodate this new expenditure, either because income is higher than budget or by cutting a cost elsewhere. This is the case for both revenue and capital expenditure.

## **3. What level or type of expenditure requires the approval of the Board/governing body/ownership?**

The Bursar and the Head of School are responsible for committing expenditure to ensure the smooth running of the School. It is expected that all areas of expenditure are considered during the budgeting and planning round and contained within the approved budget. In the event of there being any unforeseen expenditure requirement likely to cause a significant overspend within a particular area or department, the Head of School would advise the Board, out of courtesy, through the Bursar's reporting to the Finance Committee and Board. There is no set limit for this.

Board approval would be required for any new or potentially contentious expenditure, particularly if there is an attendant request for new funding from the Foundation, in particular for additional unbudgeted capital expenditure. It would be the Board's decision whether to approve new expenditure presented for its approval and/or whether to recommend submitting a request for additional funding to the Foundation. The Foundation Board would need to approve any additional request.

Significant contracts require the signature of a Board Director and single payments above £75k require a Board Director signature, as well as second senior signatory.

**4. Does your School have access to a line of credit if needed? If so, when was it last used and for what purpose?**

The School is part of the TASIS Foundation, based in Switzerland, and continues to receive the full support of the Foundation, which extends to financial support. The Foundation responded to the downturn in financial fortunes of the School by committing to decreasing injections of funding over a three-year period, provided the School undertook the work to reinvigorate enrolment and contain costs to return to self-sufficiency in year four, 2020-21. The School is on course to achieve this.

In terms of working capital, the School has good cash reserves and monitors its projected cashflow over three years to ensure that it remains liquid. In terms of the annual cycle, 60% of the future academic year's fees are invoiced to parents in April for payment by 1st June. In practice, most of the funds are received by July, at the very start of the new financial year. The remaining 40% is invoiced in September for payment by 15th November. The School's

cash reserves are depleted gradually over the course of the year but are monitored closely to ensure a comfortable working capital position until the next round of fees invoicing.

In addition, the School enjoys a good relationship with its bank, which, whilst it has never been required, will translate into the availability of a revolving working capital facility, should one be needed. The conditions under which borrowing would be undertaken are outlined in the Finance Procedures Manual.

The School currently has no commercial borrowings or loans.

**5. How often does the Board/governors/ownership receive updated financial information about your School? Does the auditor report to the Board after the annual audit process is complete?**

The Board is appraised of the [financial performance of the School](#) (both revenue and capital expenditure and [cashflow](#)) on an approximately quarterly basis, each time it sits - in September, November, January and May. However, in addition to this, the accountant for the Foundation makes enquires as to performance in the interim months and the Chairman of the Board, who also chairs the Campus Development Committee, discusses capital expenditure with the Bursar, Head of School and Head of Estates on a monthly basis.

The external auditor does indeed report to the Board after the annual audit process is complete. The auditor dials into the Finance Committee, held ahead of the September Board, and dials into the Board itself, such that these bodies can satisfy themselves of the contents of the financial statements and accompanying finance report and of the contents of the Audit Findings Report, produced by the auditor, all of which are submitted in advance.

The auditor also has a discussion with the Foundation's Finance Director and one of the family members on the Foundation Board each year to satisfy themselves of the Foundation's financial ability and commitment to support the School.

**6. Is there a finance committee of the Board/governing body with financial expertise on the committee?**



As described above, the Finance Committee is a committee of the Board of Directors that meets ahead of each Board. The Finance Committee scrutinises revenue, costs and capital expenditure. This Committee also supervises and finalises the audited financial statements and annual report for approval by the Board of Directors. The Finance Committee Chair has been involved with the School for many years and has served as Chair since 2005. He has enjoyed a 40-year career in real estate development and finance covering Europe, UK and North America. He holds a Bachelors degree in Architecture and a Masters degree in Business Administration focused on finance and real estate.

In addition, a former Bursar of the School and current Vice Chairman, also sits on the Committee and has done so for 9 years. This has the advantage of providing continuity and corporate memory along with challenge to the current Bursar. This second committee member holds a Joint Honours Degree in Accountancy and Economics and is a Fellow of the Institute of Chartered Accountants. He originally trained and qualified in a Big 4 firm of chartered accountants and specialised in audit advisory after qualifying. He has held a number of audit and finance related roles in large UK retail and corporate banks and a small investment bank. This included Deputy Director of Group Audit and two Chief Financial Officer roles, one in a large IT services company and the other as CFO of a foreign-owned investment bank.

The Finance Committee also includes three other School Board of Directors, including the Chairman, who also has a long history in real estate, and two members of the School's Senior Leadership Team – the Head of School and the Bursar, who is the School's Chief Finance Officer. She also holds an MBA and is a qualified finance professional, being an Associate of the Chartered Institute of Management Accountants.

The Foundation's Finance Director, whilst not a committee member, attends each meeting.

## **7. What software is in use for financial operations at your School?**

The School uses Pegasus Opera II (Enterprise Edition), a solid and well-known accounting and financials platform within the UK. Consideration is being given to moving to an update of this platform or to a more modern cloud-based software provider but we are balancing

cost versus benefit and, at present, the system works sufficiently well for our purposes.

Our payroll is performed using ADP iHCM 2. This is a comprehensive, cloud-based human capital management system. At present we have only acquired the payroll solution but this performs well as a standalone package and provides self-service access for staff to request leave and review their payslip.

Analysis is completed off system, largely using Excel. Budgeting is undertaken using a sophisticated self-built Excel model that calculates new fees annually; income by grade of student and anticipated costs based on inflationary assumptions. Clearly, any of this can be overridden to accommodate more specific requirements during budgeting.

The output from the Pegasus Opera finance system feeds into Excel workbooks set up to produce management reporting monthly. It also feeds into individual budget statements for each budget holder.

**8. Are there divisions of responsibility in the handling of accounts and are there internal controls (including access to financial information and bank accounts and credit cards) aimed at ensuring against fraud? Are these internal controls articulated in policy or procedures?**

The finance team practices separation of duties as far as is possible in what is a very small team and the external auditor has expressed comfort with the way the team manages this.

The Accounts Payable Officer (Purchase Ledger Administrator) ensures that all invoices have been approved by the budget holder before inputting onto the system. Prior to payment, batches are created and all invoices reviewed by the Assistant Bursar before approving for payment.

At the end of each month a nominal ledger report is generated, detailing all nominal journal transactions, which is reviewed and signed off ready for audit.

Petty cash is administered by one individual in the finance team at a time but is subsequently reconciled by a third party. Similarly, bank accounts are reconciled by a team

member who has had no part in any of the transactions.

All expenses, shift working and overtime claims must be approved by the line manager and be accompanied by a comprehensive set of receipts, where appropriate. Likewise, for credit card purchases, the finance team requires the card holder to submit a monthly statement and comprehensive set of receipts. The number of cards in use is controlled by the Bursar to ensure that most purchasing is evidenced by invoice, whilst ensuring that those who need to make rapid purchases or who need to travel for their role or who need to make purchases out of office hours can do so. All card holders are required to sign a document detailing the terms and conditions of use and their purchase limit.

The bank and the ISBA (Independent School Bursars Association) periodically send out fraud alerts on the latest criminal scams, which are disseminated to the team.

**9. Are there at least two individuals approving expenditure (including those done online)?**

In terms of making payments, every payment requires two signatories. The bank mandate specifies that payments up to £5k require any two approved signatories; payments up to £75k require at least one Panel A signatory plus one other; payments over £75k require two Panel A signatories, of which one must be a Board Director.

All expenditure requires two approvals in the sense that the invoice, once received by the finance team is sent to the budget holder for approval and then reviewed by the Assistant Bursar before committing payment, as described above.

For card payments, the card owner must submit a statement together with purchase receipts and budget codes where it should be coded to.

Expenses, shift work and overtime claims need to be approved by the claimant's line manager and any unusual entries are scrutinised before committing to payment.

There is a culture at the School of budget management. Individual budget holders receive a statement every month of their expenditure against budget and are held to account by the

Bursar and finance team where this is not adequately controlled. Budget holders are empowered to spend their budgets as they see fit for the benefit of their students or for the School as a whole, so the School deems that there is no need for scrutiny of spend in advance.

However, all expenditure is accounted for in the Business Office by the finance team, as described above, who bring anything that looks unusual or is of an unusual value to the attention of the Assistant Bursar or Bursar. The School has a fairly manual process which facilitates scrutiny of this kind. The auditor then uses statistical analysis during the annual audit to check for inconsistencies. They have found none.

**10. Where does financial information reside (for security purposes) and how are backups arranged?**

The Business Office operates on an entirely different server to the rest of the School and uses a separate central drive not accessed by other members of staff or any other department. Access to the finance system itself is controlled by role, so only those members of the finance team actually involved in entering data onto the system and journaling entries have access.

Access to the payroll system is also controlled by role and is limited to the Payroll Manager, Bursar, Deputy Bursar and Director of HR.

Records, reports and spreadsheets generated or received by the finance or payroll team are stored in the separate central drive and are, therefore, inaccessible to anyone outside the team.

Backups take place nightly into the cloud. Backups are FIP compliant and encrypted. FIPS is the Federal Information Processing Standard (FIPS) Publication 140-2. This is a United States government computer security standard used to approve cryptographic modules. The back-up data vaults are mirrored in two separate locations in the UK.

Important documents (such as contracts) and cash are kept in the finance team's office, known as the Business Office, in a secure safe that is not accessible to any other members

of staff. The Business Office itself is an entirely separate building, access to which is restricted.

All other financial or payroll related documents are kept within the Business Office, securely locked away where necessary.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

The narrative and the evidence confirm financial management is a strength of TESIS England. The school has a finance committee with well-defined functions to ensure that financial procedures are implemented, reviewed, and monitored. Financial procedures are clearly and comprehensively identified in the Business Office Procedures Manual covering roles, responsibilities, and financial procedures.

The budget each year is set by the bursar based around assumptions relating to costs and income within the context of three-year planning. The budget is presented to the finance committee for its recommendation to the board in the January board meeting and then again in May. In the event of any new information it is presented again in September for final ratification once student enrollment numbers for the new academic year are confirmed. The board is appraised of both revenue and capital expenditure on a quarterly basis. An external auditor presents an annual audit which is reported to the finance committee and to the full board.

The finance committee is a committee of the board that meets ahead of each board meeting. The finance committee scrutinizes revenue, costs, and capital expenditure. This committee also supervises and finalizes the audited financial statements and the annual report for approval by the board.

Operational procedures are written down, updated to reflect audit findings and appropriate delegation and control is in place. Cash balances are considered and carefully monitored. The evidence is detailed illustrating due diligence of the leadership and financial team of

TASIS England.

## **Commendations**

None at this time.

## **Recommendations**

None at this time.

## Part 1: Financial Information - Financial Planning - Team Evaluation

The school outlines how it plans financially and relates this to the its strategic planning and the school's Purpose and Direction.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

#### 1. Does your School have a long-term financial plan that reflects growth/reduction in facilities or enrolment?

The School is in year three of a four-year planning cycle, which runs to end 2020-21. This includes the School's Strategic Plan and financial planning. Informal financial planning is taking place to ensure that the School is always in a position to forecast its costs, revenues and cash flows beyond this period. Formal planning will align to a new ten-year campus Master Plan that we are now working on and to a new three-year Strategic Plan that we will develop during 2020-21.

The School understands from year to year its breakeven enrolment requirement and factors this into its annual planning, by flexing expenditure, to ensure an affordable budget. In terms of longer-term planning, the School is working hard to revitalize admissions and increase its student roll up to a maximum 750 students (currently at 656 students). We are prepared, if numbers cannot be sustained, for whatever reason, to downsize our faculty and staffing as warranted to maintain self-sustainability.

The campus Master Plan includes the addition of a new boarding facility in order to expand the number of boarding students by around 30, which we believe is a far more resilient market for us. It is expected that this facility will come on stream at some point in the new academic year 2020-21 and so we have not yet counted on increased boarding income to reach sustainability in that year.

## **2 Is the financial plan coordinated with your School's long-term strategic plan?**

The School's annual budget is part each year of a longer-term financial plan that is aligned with the [School's Strategic Plan](#) and developing ten-year campus Master Plan.

The [Strategic Plan](#) specifically talks about actions that will ensure that the School returns to financial stability. The first tactic is to increase enrolments to optimum capacity to increase revenue and ensure the organisational structure supports student numbers appropriately. The majority of activities aligned to this objective involve marketing and admissions and the success of the renewed focus on these activities is reflected in the increased student numbers, which form the basis of the budget. The Bursar will not budget in future years for student numbers that cannot be supported by marketing and admissions activity.

The number of students included in the budget is also tied to the developing Master Plan that will articulate the facilities that the School needs to develop to accommodate the optimum number of students.

There is also a clear requirement to actively consider other sources of potential income than fees. This is in its very early stages but a number of individuals are trialling various opportunities and these are described in section IV 5 below.

The Strategic Plan also talks about empowering ownership by budget holders. We have encouraged this by providing all budget holders with monthly statements via which they can control their own expenditure. It also proposes implementing a purchase order processing system, which the School only currently has in pockets (IT, for example, keep their purchase ordering on an Excel spreadsheet). The benefit of implementing purchase ordering will be to provide visibility of spend before it is committed and, therefore, a mechanism to arrest overspend, both to ensure value-for-money in all purchasing decisions but also to ensure the achievement of the financial plan. This project is also in its infancy but the new Bursar is committed to taking it forward.

She is also, bit by bit, reviewing all expenditure across the organisation, also in line with the Strategic Plan, with a view to eliminating unwarranted expenditure. She is taking a collaborative approach to ensure that budget holders understand the need for value-for-



money and expenditure that adds value to the education and experience of our students. This aligns to another Strategic Plan principle, of establishing a value for money approach. As she reviews expenditure, she is also developing a contract database and reviewing both the contracts we have and where we have not historically had one, to ensure that best value can be obtained, not just in financial terms but also in terms of quality and commitment to TASIS.

**3. Does your School foresee any future external (i.e. governmental) policy changes that will affect your School finances or operations?**

As articulated under Section I SWOT, we cannot yet estimate the impact of the UK's likely eventual exit from the European Union but expect that it will have a downward impact on day student numbers; hence the move to create a new boarding facility.

Additionally, also as articulated in the above section under SWOT, our income will be impacted should Labour be successful in the upcoming General Election and impose VAT on independent school fees.

**4. Does your School have any potential/contingent liabilities not included in the accounts, which may bring out lawsuits or financial penalties?**

We have no current or potential/contingent liabilities and we are not involved in any lawsuits. We are also now indemnified against future employment tribunal costs in terms of legal representation and any awards granted.

In addition, the School uses its Risk Register to continually monitor risk and liability. Risks are brought to the attention of the Bursar, for inclusion on the Risk Register and require the risk owner, as identified, to undertake a risk assessment. These risk assessments are linked to the Register and are reviewed and updated with the Risk Register at regular, but at least quarterly, intervals, by the Bursar and risk owner. Risks are also discussed in groups, such as the Health and Safety Group, which meets four times a year; at meetings of the Senior Leadership team, which are held weekly; and the Risk Register is reviewed twice yearly, in September and January, by the Board.

## **5. Has your School considered potential alternative/additional sources of income?**

The School has not hitherto put significant effort into seeking alternative forms of income because its marketing focus has been on rebuilding its student enrolment. The School needs to retain this focus but is starting to promote innovative thinking around income generation, provided there is no negative impact to the integrity of the School's functioning. We have a number of facilities that are marketable for use by third parties and are currently exploring, for example, the extent to which we could support a local University with dance space. We have been trialling sports and other camps over the summer and during our autumn break and will be looking to charge groups for the use of our facilities to the extent that this is feasible and does not hinder the student recruitment opportunity going forward. We do gain income from hosting tournaments, by taking an income from an agreed percentage from all food vendors, alongside our own concessions stand. We also make some income from the sale of sports clothing associated with our sports team. However, these revenue streams are low key.

Of potential greater benefit is our new patented initiative that our Director of Pastoral Care and Designated Safeguarding Lead has been working on, called "Student Voice", which is a communication tool for students to locate and log feelings of safety across campus, for the benefit of other students and so that the School can take action. Interest has been shown by other educational organisations and the School will share in associated revenues with the developer, should the tool be rolled out elsewhere.

The TPA (the TASIS Parent Association), in association with the School, hosts an annual Gala to raise funds for an agreed outcome within the School, for example to support STEM development. This year, it has been agreed that funds raised will be put towards enhancing the look and feel of the School's gymnasium.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

The school's annual budget is part of a longer term financial plan that is aligned with the

strategic plan and developing ten-year campus master plan. The master plan includes the addition of a new boarding facility in order to expand the number of boarding students. The school will develop a new three-year strategic plan following the feedback from accreditation and authorization visits in 2020. The strategic plan specifically will refer to actions that will ensure that the school returns to financial stability. There is clear evidence of short-term and long-term planning.

Financial decisions are based on the school strategic plan, site improvement plan, and budget. School priorities and goals that link directly to student learning programs form the basis of the annual budget. Teachers have input into the development of the budget. The finance team have conversations with each department about need and about what can and cannot be accommodated. The school is transparent to its immediate community in regard to finances.

The school has no liabilities that would incur financial penalties or lawsuits.

The minutes of the financial committee of the board clearly illustrate prudent management of resources to return to a steady state with its enrollment and costs.

## **Commendations**

None at this time.

## **Recommendations**

None at this time.

## Part 1: Financial Information - Insurances, Investment Policies and Debt Management - Team Evaluation

The school demonstrates its approach to investment, how it funds growth and the insurance policies taken out by the school to cover risk and liability in its activities.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

**1. Does your School have comprehensive insurance policies that provide for effective risk and liability coverage for your School and for students, employees, visitors and members of the governing body?**

The School renews its insurance cover annually. This cover is comprehensive and arranged through a broker, who reviews the School's facilities and operations, as well as key documents, in order to ensure the right level of cover. The insurances that the School has cover:

- School and College insurance:
  - Property damage insurance
  - Business interruption insurance
  - Money insurance
  - Crisis communication
  - Personal accident and assault insurance
- Employers' Liability Insurance
- Public Liability and Professional Indemnity Insurance
- Computer Insurance
- Terrorism Insurance

- Engineering Inspection Insurance
- Legal Expenses Insurance
- Engineering Insurance
- Travel cover Insurance
- Fidelity Guarantee Insurance

The above insurances cover all aspects of the School's buildings (including private dwellings), contents, cash, plant and machinery, operations, staff (including the personal effects of resident staff), students, visitors and Board Directors. They cover the potential cost of rehousing staff, income loss and increased costs of working under business interruption.

Our Employers Liability Insurance indemnifies us worldwide for £15m and our Public Liability Insurance for up to £40m worldwide (including a specific liability for Directors of £5m).

The School also takes out separate travel insurance for the students and provides medical and dental insurance as a benefit for faculty and staff. Most also benefit for our long-term disability insurance that pays 75% of salary until age 65, in cases of long term ill health.

## **2. Does your School have articulated investment management policies?**

The School's investment management policy and procedure is articulated within the Finance Procedures Manual. It describes that the School's principal purpose is to provide education; it is not an investment organisation. It, therefore, uses its surplus cash, after maintaining a working capital buffer, to maintain safe, effective, caring, responsive and well led services.

It will only invest its surplus cash to generate a return if it can do so in a vehicle that offers sufficiently easy access, cash equivalent terms. Any investment will also have to be in a "safe harbour" institution in the UK, such as the major clearing banks, with predetermined short and long-term credit ratings.

The key objective of the investment decision is to ensure the School has sufficient liquidity to cover its business cash flows and provide reasonable flexibility for seasonal or

unexpected cash flow fluctuations and for capital expenditure and to cover the School's financial obligations. Where investment activity is undertaken, the principle role is to maintain liquidity and ensure a competitive return whilst maintaining a low risk profile.

Controls are set out in the procedure and include:

- a. Clearly defined roles and responsibilities of individuals and committees involved
- b. Regular reporting of investment activities
- c. Controls on bank accounts in terms of mandates, signatories and sign-off limits

The Assistant Bursar will make the investment transaction after conferring with the Bursar, who is required to agree the investment decision.

To manage this policy and procedure, [cash flow statements](#) are produced and updated regularly. This includes an in-year forecast and an at least second year plan. On a quarterly basis, the cash position is reported to the Board.

### **3. How does your School characterise the risks taken in investment and/or borrowing?**

The School has a [conservative approach to risk](#) and will not make any investments that represent a risk to the base capital or reputation of the School. As a consequence, the School will not invest outside of safe harbour investments and will not deal with foreign currency outside of normal creditor payment activity.

The School also requires that all cash balances should remain in a comparatively liquid form, such that, at all times, there is enough cash available to meet operational requirements.

Investments/deposits fall into two categories: "short term" – overnight and up to but not exceeding 3 months; and "short to medium term" – between 3 months and 12 months.

Surplus funds are deposited on short term deposit with our bank as least risk option because our cashflow is cyclical. Our income comes almost solely from student fees, of which 60% is usually received right at the start of the academic year (which starts in July)

and the remaining 40% is received in November. This means that cash reserves are at their lowest in April, just before the first tranche of fees for the new academic year are invoiced.

The School is not a professional investor and believes that maximum 3-month deposits represent the best balance of risk and reward, given the gradual depletion of cash reserves over the year, coupled with the lack of predictability of some of our larger expenditure related to capital investment works.

The School has no commercial borrowings because it has a strong and positive relationship with its owner, the TASIS Foundation, based in Switzerland. The School takes this relationship very seriously and is working towards self-sustainability by end 2020-21 as described in section I SWOT, such that it will not require any injection of funds for its operations.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

The evidence indicates that the school has comprehensive insurance policies in place. Coverage includes risk and liability of buildings (including private dwellings), contents, cash, plant and machinery, operations, staff (including the personal effects of resident staff), students, visitors, and board directors.

Written policies are in place to support and guide investment management policies and procedures.

## **Commendations**

None at this time.

## **Recommendations**

None at this time.

## Part 1: Financial Information - Collections - Team Evaluation

The school demonstrates how debts are collected and the managerial processes in place to collect dues and to minimise debt.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

#### 1. How does your School actively pursue unpaid tuition fees?

The Business Office Manager, who is responsible for [Accounts Receivable](#), invoices parents twice yearly for day student fees. She invoices 60% of the following year's fees to parents in April each year, for payment by 1st June, and the remaining 40% in September for payment by 15th November. For boarders, she invoices parents in one go in April but with instalments due at 70% by 1st June and 30% by 15th November. Where payment is not received, she sends out a statement to the parent by the end of the month in which the payment fell due.

In the event of continuing none receipt of payment, she follows up within 14 days of the statement with an email and then begins a round of phone calls until payment is received. It is very rare for the School not to receive payment in full and, to this end, we do agree payment plans for any parents who need their payments phasing across the year.

There are a number of other invoicing events across the School year, although these involve much lower amounts of income. Deposits are invoiced out in February, for example, and students typically will not be able to start at the School until this is received.

The School welcomes students to start in any grade at any time during the year, so invoicing can happen at any time. Clearly, we prorate invoices to the proportion of the School year that the student will be with us.



**2. Does your School have bad debt write-offs annually? If so, what percentage (average) of the annual budget is written off? How does your School endeavour to collect unpaid dues and bad debts?**

The School has rarely had to write off debt. The last occasion was a small write-off of £6k at the end of 2016-17, which is insignificant on total turnover of £21m.

The finance team sends out gentle reminders ahead of fees falling due, followed up with a statement to parents of any unpaid fees by the end of month due. This is followed up with emails and then phone calls until payment is received. The team is customer service focussed but persistent.

The team has some leeway to offset smaller costs as they occur against parents' original deposit. Such items include memberships, payment for trips, laundry services etc. We will also discuss the option of a payment plan where a parent is having difficulty. Any such agreement requires the approval of the Bursar and final payment must not exceed the end of the academic year. There are relatively few such payment plans in place but the School recognises that the education of the student should come first and will, therefore, encourage parents in difficulty to engage with us. This has proven successful.

In addition, the School offers scholarships and financial assistance to students and parents of students that it is particularly keen to attract to the School because they can make a positive contribution to our community. The Foundation supports this approach in furtherance of our Mission and has committed in recent years to funding this financial aid.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

TASIS England has a clear system for issuing invoices for tuition and for following up non-payment. It is very rare for the school not to receive payment in full. The school is flexible by

agreeing on payment plans for any parents who need their payments phasing across the year. Payment plans require approval by the bursar. The school has rarely had to write off debt.

## **Commendations**

None at this time.

## **Recommendations**

None at this time.

## **Part 2: Domain A - Evaluative Commentary - Team Evaluation**

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

### **Ratings Rubric**

There is no Rubric for this response.

### **Self Ratings**

No Rating

### **Response**

Throughout the last CIS/NEASC accreditation process, the School Mission was that used by each school within the Foundation of TASIS Schools. While this mission remains as the Foundation mission, in 2017 the School's Leadership determined to make the ideals contained within the Foundation mission more relevant to TASIS England. In October 2017 a Mission Statement Committee representative of faculty, staff, leadership, and the School's Board of Directors was formed to create a mission statement that resonated with TASIS England. To inform this process, the Head of School led a series of meetings and workshops that gained insight and feedback from all stakeholders in the School (students, faculty, staff, administrators, parents, and Board members). The key findings of these interactions were shared with the Mission Statement Committee and a new Mission Statement reflective of TASIS England was created. This mission was presented to the Board of Directors and approved in the January 2018 Board meeting. The new mission is:

TASIS England nurtures intellectual curiosity and emboldens each learner to flourish as a principled, open-minded and compassionate member of a global community.

In June 2018, the School's leadership team began the process of determining values that support the implementation of our mission and guide our purpose, direction, and decision-making appropriate for the needs of all our constituent groups. Through these meetings we focused on the 'Why we exist', the 'How we live our mission' and the 'What we produce'. The

‘Why’ is the mission statement, and it states why we exist. The ‘How’ is the process and the commitment we make as community members to achieve our mission. Our commitments were defined as:

- Pathways
- Engagement
- Connection

In addition, we defined ‘What’ we achieve from our Mission, Commitments, and Outcomes. These outcomes were stated as:

- Life-long Learning
- International-mindedness
- Service Leadership

As well as defining our Mission, Commitments, and Outcomes, we created a [diagram](#) to outline our mission that we aspire towards, our commitments and the outcomes we hope to achieve for each learner. This diagram has been presented to all constituents within our community and has been published within each classroom and throughout our digital and print marketing and informational materials.

The School’s leadership then also aligned the creation of a new [3-year Strategic Plan](#) to our mission, values, commitments and outcomes. This plan aligned all objectives to:

- Curiosity, Pathways, and Life-long Learning
- Flourishing, Engagement, and International-mindedness
- Community, Connection, and Service Leadership

As we continue to implement our Mission, Commitments, and Outcomes, the School’s Strategic Plan provides an effective means for monitoring and evaluating this implementation. In addition, the progression of our Strategic Plan will promote continued alignment to the CIS Code of Ethics through evaluating if our mission is being met, through our focus on each learner within our mission, through a focus on nurturing life-long learning

and a sense of commitment to a community and promoting international mindedness. Further to the CIS Code of Ethics, the mission, our commitments and outcomes align to the basic fundamental rights outlined in the UN Convention on the Rights of the Child by providing opportunities for learning and growth within a safe learning environment focused on the role each learner plays in the development of our community.

Following the Preparatory Evaluation, the School has taken significant action on areas of development identified by the School and Evaluators, including a [Curriculum Review Plan](#), new format for teacher appraisal called “[Professional Learning Journeys](#)”, and purposeful references to the alignment of our Mission, Commitments, and Outcomes to both the CIS Code of Ethics and the UN Convention on the Rights of the Child within [new faculty and staff induction](#), in whole-school meetings, and in our Professional Learning Journeys program. Moving forward, we will be discussing with students across the school the alignment between our Guiding Statements with the CIS Code of Ethics and the UN Convention on the Rights of the Child.

We have also begun a process of arriving at School-wide definitions for [intercultural learning](#) and [high quality learning](#) and common understandings for how they will be best supported, put into practice and then evaluated. This process will be achieved by March 2020.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

The 2018 TASIS The American School in England (TASIS England) Mission, together with its related Commitments and Outcomes, provides a clear framework for faculty and staff, and aptly describes what students and their families can expect from an education at TASIS England. At the same time, continued respect is maintained for the original vision and values of the school’s founder.

The evidence confirms that the TASIS England school community is being involved in the evolution of the guiding statements. The board and leadership seek to pursue reflective and

adaptive change to remain relevant and competitive. New definitions around both intercultural and high-quality learning have been arrived at collaboratively to further shape learning and teaching at TASIS England, thus enhancing student well-being and achievement. The development of documentation, policies, and procedures also takes into consideration adherence to the guiding statements.

The alignment of the objectives of the TASIS Strategic Plan is in direct support of the TASIS Mission, Commitments, and Outcomes, and ensures a common understanding at all levels of the collaboration required to achieve the desired goals. Regular qualitative and quantitative re-evaluation of how the guiding statements are supported and promoted in all aspects of school life will help maintain the momentum and positive mindset moving forward.

A thorough application procedure and the understanding that the concept of 'learning journeys' is equally applicable to students, faculty, and staff contributes to the shared sense of purpose and achievement.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain A - Standard A1 - Team Evaluation

The school's purpose, direction and decision-making is guided by clear guiding statements that are appropriate for the needs of all constituent groups.

### Ratings Rubric

Team Evaluation Criteria A1i. The Guiding Statements are used as suitable reference points in decision-making. Future Aspirations A1i. How can the Guiding Statements be constantly reevaluated because of the changing needs and circumstances of the students?

### Self Ratings

Met

### Response

Self-Rating: **MET**

In 2017-2018 the school community assisted in creating a new [Mission Statement](#) and, in Summer 2018, the School's leadership team created the [Commitments and Outcomes](#) related to the Mission that form our Guiding Statements. These do meet the needs of all our constituent groups and, in addition, form the basis for a new strategic plan that was shared with our school community in October 2018 after it was ratified by the Board of Governors at our September 2018 meeting. We met this standard once the Strategic Plan was confirmed by the Board in September 2018. Incorporated into the plan is a Curriculum Review Plan and a new format for teacher appraisal called 'Professional Learning Journeys'. The Strategic Plan received its first review of progress in January 2019, its second in June 2019, and it will continue to be reviewed every six months. The Head of School provided all faculty and staff with an update of the Strategic Plan during our first meeting of the 2019-2020 academic year. This is in line with our Program Response Narrative Specific Actions from the Preparatory Evaluation, as we have continued with the implementation of the School's Mission, Commitments, and Outcomes and made them visible throughout the campus and in all school publications.

The Mission Statement has become an integral part of our school community, and it is

recognized and supported by our constituents and used to guide decision-making. All families receive a copy of the Mission Statement on their first visit to campus, and it is included in the [Terms of Reference for the Academic Committee](#), in the [Lower School](#), [Middle School](#), and [Upper School](#) handbooks, in the [Middle School Academic Program](#), in the [Upper School Course Offerings](#), in our Prospectus, in the [Sports and Activities Guide](#), in the [Governor's Handbook](#), and in the [TASIS Times](#). The Mission Statement is visible throughout campus, and feedback has revealed that students are keenly aware of the new Mission Statement and its role at our school. During the 2019 Upper School Orientation, the Head of School facilitated a Mission Workshop with students in each Grade Level 9-12, and in a recent Grade 9 History class students explored the Law Code of Hammurabi through an analysis of the TASIS England Mission Statement.

Results from the CIS Community Survey evidence strong support for our School's performance in Domain A, with "Strongly Agree" and "Agree" responses from parents, faculty staff, and students consistently above the aggregate. Please see a summary of these responses below, with "Strongly Agree" and "Agree" percentages indicated next to the constituent group and aggregate percentages indicated in parentheses:

- A1. I understand the school's Mission: Parent 97.8% (93.6%), Student 94.5% (87.5%)
- A1. Mission appropriate for school: Staff 98.3% (95.1%), Faculty 97.2% (94.5)
- A1. Guiding statements referenced in public forums and meetings: Staff 98.3% (91%)
- A1. As a Board member I refer to the Mission and Guiding Statements: Board 100% (93%)
- A2. Guiding statements influence how school operates: Board 100% (98.5%), Staff 95.1% (90.9%), Faculty 93.5% (90.4%)
- A2. Governing body acts in an ethical manner: Board 100% (98.5%)
- A3. Definition of intercultural learning: Board 100% (93.4%), Faculty 94.4% (89.6%)
- A3. Global understanding and respect for diversity: Parent 97.8% (94.6%), Student 96.6% (89.8%), Alumni 96% (90.6%)
- A4. View each student as individual: Staff 91.8% (89.4%)
- A4. I believe I would get help if ill or injured: Student 87.1% (85%)
- A5. Discuss and review school's Guiding Statements: Board 83.3% (79.9%)
- A6. Mission reflected upon regularly: Alumni 92.2% (83.4%)
- A6. Guiding statement informs school direction: Board 100% (89.5%), Faculty 86% (85.1%)



The survey results show that one Board member indicated “Strongly Disagree” with A1 in terms of the Mission being appropriate for our school. Since the publication of the results to the Board in November 2019, the Board has determined that this was an inadvertent technical error and that a response of “Strongly Agree” was intended.

## **Evaluator Ratings**

Met

## **Evaluator Reason for Rating**

The evidence indicates that the formally approved TASIS England Mission and its related Commitments and Outcomes are pertinent to the context of the school, used as suitable drivers in decision-making and aspirational in outlook with respect to long-term goals. Their inclusion in the documentation ranging from school handbooks to parent communications and board committees’ terms of reference, and as the starting point for many meetings, raises awareness within all sections and amongst all the stakeholders. Strategic planning is informed by them.

The CIS Community Survey took place quite soon after the finalization and introduction of the new guiding statements so that a high positive response rate with regard to awareness and implementation is to be expected. Conversations with different constituent groups confirmed that awareness, understanding, and eagerness to translate it into action continues at a high level, but this has not yet been formally reviewed. In fact, seeing its unifying effect on the school community was cited as a strong motivator. Regular annual follow-up surveys will provide useful comparative data and help to identify areas in need of reinforcement or adjustment, as suggested in the future aspirations indicator for this domain. The leadership is aware of the importance of ensuring that the TASIS England Mission is right for the school if the development of the next strategic plan is to lead to continued positive achievements.

## **Commendations**

None at this time.

## Recommendations

Domain A Standard 1 - The board and leadership introduce a regular inclusive evaluation cycle for the guiding statements to gauge community understanding and support.

## Part 2: Domain A - Standard A2 - Team Evaluation

The school's Guiding Statements conform to the CIS Code of Ethics.

### Ratings Rubric

Team Evaluation Criteria A2i. The Guiding Statements, and their ethical basis, influence how the school operates. Future Aspirations A2i. How does the school evaluate the ethical basis of its decisions?

### Self Ratings

Met

### Response

Self-Rating: **MET**

The implementation of our Mission, Commitments, and Outcomes and our [Strategic Plan](#) will promote continued alignment to the CIS Code of Ethics through evaluating whether our mission is being met, through our focus on each learner within our mission, and through a focus on nurturing life-long learning, a sense of commitment to a community, and promoting international mindedness. All goals and objectives that make up our Strategic Plan align to our Mission and Guiding Statements. Also, we have aligned Action Plans from the recommendations from the preparatory visit and the self-study with our Strategic Plan in a unified CIS action plan.

Our alignment with the CIS Code of Ethics is visible in all aspects of our school community, including our comprehensive Safeguarding program and School policies (please refer to policies), [Wellbeing Plan](#) and [Wellbeing Provision](#), [Flourishing Action Plan](#), and brand new [Wellness Centre](#).

Results from the CIS Community Survey show strong support for Standard A2, with “Strongly Agree” and “Agree” responses from the Board, faculty, and staff consistently above the aggregate: [A2. Guiding statements influence how school operates: Board 100% (98.5%), Staff 95.1% (90.9%), Faculty 93.5% (90.4%); A2. Governing body acts in an ethical

manner: Board 100% (98.5%)].

In response to Evaluator recommendation from the Preparatory Evaluation, TASIS has included specific reference of how our Mission, Commitments, and Outcomes align with the CIS Code of Ethics and with the UN Convention on the Rights of the Child (1990) within [new faculty and staff induction](#), in our whole-school meetings, and through our Faculty and Staff Professional Growth Process, entitled [Professional Learning Journeys](#).

## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

There is evidence of deep reflection on suitable ways to ensure that the school's policies and procedures, which underpin its guiding statements, are also in alignment with the CIS Code of Ethics. These provide a clear roadmap of how TASIS England intends to fulfill its commitments to the school community. Staff and faculty gain a clear understanding of the contribution and implication expected of them through workshops and the professional development opportunities inherent in their learning journeys.

Among the examples given, a comprehensive analysis of the curriculum for opportunities to promote spiritual, moral, social, and cultural development (SMSC) goes beyond the standard UK framework to think more deeply about aspects of global citizenship and respect of other individuals and cultures. Action plans which focus on flourishing and wellness of students and staff contribute to a school-wide ethos of care, which is particularly evident in the boarding provision.

During the course of conversations it was evident that faculty and staff had appreciated the opportunity to be involved in the creation of the guiding statements, and excited about contributing to appropriate policies supporting their and the school's commitment to student learning and well-being.

The evidence suggests an improved rating from that indicated by the school.

## **Commendations**

Domain A Standard 2 (Major) - The board, leadership, faculty, and staff for their strong commitment to ensuring the school operates in a way that is in line with its mission.

## **Recommendations**

None at this time.

## Part 2: Domain A - Standard A3 - Team Evaluation

The Guiding Statements endorse the school's commitment to developing intercultural learning.

### Ratings Rubric

Team Evaluation Criteria A3i. The school puts into action its definition of international/ intercultural learning, both inside and beyond the classroom, as evidenced by the learning of students. Future Aspirations A3i. How well is the students' learning developing their capacities as global citizens, and how is this reflected in their learning and in their behaviours?

### Self Ratings

Met

### Response

Self-Rating: **MET**

The school has created an engaging and contextually appropriate definition for international-mindedness, and this forms part of our Commitments and Outcomes (Guiding Statements) linked to our Mission and our Strategic Plan.

We define the outcome of international mindedness (international learning) as promoting the exploration, communication, and celebration of diversity. Being curious and open-minded to the richness of perspective within our global community creates a desire to flourish through action and service.

These definitions for our [Commitments and Outcomes](#), as well as our Strategic Plan, have been shared with our entire community.

The CIS Community Survey results evidenced strong support across the constituents in our community for our performance on Standard A3, with Board members, faculty, parents, students, and alumni all providing "Strongly Agree" and "Agree" responses well above the aggregate:

- A3. Definition of intercultural learning:
  - Board 100% (93.4%),
  - Faculty 94.4% (89.6%)
- A3. Global understanding and respect for diversity:
  - Parent 97.8% (94.6%),
  - Student 96.6% (89.8%),
  - Alumni 96% (90.6%).

This speaks to our community's awareness of the vast array of initiatives we have that address intercultural learning, from our [cultural clubs](#) to our programs around [World Languages Day](#), from the Lower School Language Ambassador Program to [Day of Language Assemblies](#), from our thriving [EAL programs](#) in all three sections of the school to thought leadership articles on [International-Mindedness in a VUCA World](#) and [Translanguaging](#). Additionally, our [Academic Travel](#), Community Service/CAS Programs, and Field Trips promote international mindedness. Examples of international mindedness are further evidenced by [daily journal reflections and essays that link academic lessons with the global themes and with our service-based trips](#).

Based upon feedback from Evaluators in the Preparatory Evaluation, we have also begun a process of arriving at a school-wide definition of intercultural learning. Whilst we believe that our Commitments and Outcomes define our process and product in relation to aspects of international and intercultural learning, we have also moved forward to define this process. At a Professional Development Day [on 21 October 2019, the Head of School led a session with half of the faculty to develop ideas that will inform a school-wide definition of intercultural learning](#) (please note that the other half of the faculty were in a session on high quality learning with the Director of Studies and the Coordinator of Community Service and CAS, who serves as the Chair of the Domain A Committee for this accreditation). The Domain A Committee used these ideas as the springboard to develop a working definition of intercultural learning. [There will be another opportunity for faculty and staff to engage with this definition and to establish common understandings](#) for how it will be best supported and put into practice before it goes to the Senior Leadership Team and the Board for approval. In March, 2020, our school-wide definition of intercultural learning was completed. It will be widely shared throughout our community in the 2020-21 school year and will be integrated into the Professional Learning Journey process. Below is the definition

of intercultural learning:

**“Intercultural learning is the acquisition of knowledge and understanding through an awareness of one’s own culture, engagement with other cultures and perspectives, and explorations into local and global issues, all of which enable learners to interact and communicate in appropriate and effective ways in intercultural situations.”**

## Evaluator Ratings

Met

## Evaluator Reason for Rating

The development of international-mindedness within the student community has been at the heart of a TASIS England education from the very earliest statement of purpose by the school’s founder. Over time the accepted definition has transformed from intellectual curiosity, appreciation, and respect for how things are done in other cultures to a more in-depth understanding and questioning of one’s own potential contribution to a society that values and promotes intercultural exchange. Traditional events to celebrate diversity, academic travel, service trips, and language sharing activities already give students insights into the significant effect that the exploration of other cultures has on their life-long learning. Additional value could be gained by inviting families to contribute more reflective input to understanding the interactions between the cultures represented at the school.

Since 2018 the TASIS England community has worked collaboratively to introduce ways to strengthen attributes that were already considered strong as evidenced by the results of the CIS Community Survey. By reflecting on a new definition, and exploring ways in which this can meaningfully shape the school’s programs and activities, a contemporary and relevant outlook is being encouraged. The establishment of the Working Together Group on diversity, equity, and inclusion, formed in response to recent events illustrates the school’s capacity to be responsive in this area.

The TASIS England leadership and faculty are poised now to promote not only cultural sensitivity and understanding, but also intercultural competency. Older students in particular can be encouraged to seek out opportunities for wider collaboration to address



global issues ranging from environmental stewardship to sustainable economic practices and social health matters. This will serve to propagate the TASIS England spirit and equip them with valuable skills for the future as they develop into responsible adulthood in an increasingly complex world.

The challenge will be to embed the stated ideals in the daily life of the school, and to evaluate the relative success of their implementation through measurable criteria. This will require further analysis into what the new intercultural learning definition looks like in practice, and how it is manifested in authentic new behaviors and attitudes in an age-appropriate way throughout the school.

## **Commendations**

None at this time.

## **Recommendations**

Domain A Standard 3 – The senior leadership team lead a process to further enhance the school’s definition of intercultural learning through engaging with the cultural backgrounds and home environments of the students.

## Part 2: Domain A - Standard A4 - Team Evaluation

The school is committed to the values inherent in the UN Convention on the Rights of the Child (1990).

### Ratings Rubric

Team Evaluation Criteria A4i. All interactions between adults and students are conducted in alignment with the values within the UN Convention on the Rights of the Child and the CIS Code of Ethics. Future Aspirations A4i. How do relationships between adults and students contribute to the students' learning quality and to the nature of their learning? How do we know?

### Self Ratings

Met

### Response

Self-Rating: **MET**

The School's Mission, Commitments, and Outcomes align to the basic, fundamental rights outlined in the UN Convention on the Rights of the Child by providing opportunities for learning and growth within a safe learning environment focused on the role each learner plays in the development of our community. We have a comprehensive [Safeguarding Program](#) and [PSHEE Program](#), and in 2018-2019 launched the student-initiated [Student Voice page](#).

Responses on the CIS Community Survey indicate higher than aggregate "Strongly Agree" and "Agree" responses from constituents, with the exception of a slightly lower than aggregate faculty response to differentiation. This is an area that we continue to work on through our Curriculum Development project and in Department meetings and professional development:

- A4. View each student as individual:
  - Staff 91.8% (89.4%).

- A4. I believe I would get help if ill or injured:
  - Student 87.1% (85%).
- A4. Match between student need and the program:
  - Faculty 85% (86.9%).

As noted in our Program Response Narrative from the Preparatory Evaluation, we recognized the need to more overtly reference this alignment in Staff Induction and Professional Development through the Faculty Professional Growth Process.

In response to this identified need, and to Evaluator recommendation from the Preparatory Evaluation, TASIS has included specific reference of how our Mission, Commitments, and Outcomes align with both the UN Convention on the Rights of the Child (1990) and the CIS Code of Ethics within [new faculty and staff induction](#), in our whole-school meetings, and through our Faculty and Staff Professional Growth Process, entitled [Professional Learning Journeys](#).

## Evaluator Ratings

Met

## Evaluator Reason for Rating

The school's alignment with the CIS Code of Ethics, which sets expectations that every member of the school community be treated respectfully, equally, and fairly has already been commented on in Standard A2.

The values within the UN Convention on the Rights of the Child (UNCRC) pertain to the provision of a safe setting and established guidelines for interactions with the students that respect them as individuals and allow them personal growth. The school's documentation on safeguarding as well as social and mental health reflects consideration for the UNCRC

articles. The approach to the learning journeys, whether these be those of the students or the adults at TASIS England, provides all learners with suitable opportunities for growth, development, and fulfillment.

Whilst the cumulative responses on the CIS Community Survey indicate relatively high levels of agreement from constituents to statements linked to Standard A4, the breakdown of the results indicates significant grade-related differences in both the student and the staff responses which merit further investigation. The evaluation team concur with the view that this is an area the school needs to continue to work on through curriculum review, departmental meetings, and professional development.

In addition to reference being made to the respect of the UNCRC in policies, procedures, and training it could be useful to further draw attention on suitable and regular occasions to a summary of the contents of the document itself. Similarly, a simplified version could be shared with students at appropriate opportunities.

## **Commendations**

None at this time.

## **Recommendations**

None at this time.

## Part 2: Domain A - Standard A5 - Team Evaluation

All school constituent groups are involved and engaged with the development and review of the Guiding Statements on a planned and regular basis.

### Ratings Rubric

Team Evaluation Criteria A5i. The review process for the Guiding Statements is genuinely consultative, involves all constituent groups and the constituents are engaged with the school's purpose and direction. Future Aspirations A5i. How do the views of the school's constituents influence the school's purpose and direction?

### Self Ratings

Met

### Response

Self-Rating: **MET**

In 2017-2018, representatives from the entire school community assisted in creating a new Mission Statement and, in Summer 2018, the school's leadership team created the Commitments and Outcomes related to the Mission that form our Guiding Statements. This was a thorough and inclusive process, and the Mission was formally approved by the Board of Governors in January 2018. A Strategic Plan based on our Mission, Commitments, and Outcomes has been created and was implemented in September 2018. The plan is/will be reviewed each January and June throughout the duration of the 3 years. Regular evaluation of this plan, as well as annual survey data from our constituents, will form part of the review process towards a new strategic plan which will begin in the 2021-2022 school year. In addition, our Mission Statement will be reviewed at the end of our current Strategic Plan in the Fall of 2021.

We recognize that on the CIS Community Survey, the administrative and support staff "Strongly Agree" and "Agree" response rate was 62.3%, which is lower than the aggregate of 66%, and this can be attributed to administrative and support staff turnover rate in departments such as the Business Office, Admissions, and Maintenance. At the time of

developing our [Mission Statement in 2017-2018](#), all faculty, staff, and [other constituent groups](#) were involved in the process.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

The leadership team was instrumental in developing the new TASIS England Mission Statement in 2017-18 and adopting a number of supporting documents and definitions to underpin it in the subsequent years. The self-study process added impetus to examining what the school wanted to achieve, and the manner in which this would be done, to meet current needs and best practice whilst continuing to respect the context of TASIS tradition. It is evident that the guiding statements were arrived at in consultation with various constituent groups; disseminated to staff, parents, and students in communications and presentations; and integrated into policy documents, many of them newly created.

The school leadership confirmed its intention to conduct regularly scheduled reviews at the time of the preparatory visit. This has not yet been feasible in the short interval leading up to the team visit, and given the time-frame needed for any newly introduced approaches to become familiar practice. The next round of reviews, to be undertaken in wide consultation with representatives from all constituent groups, will be an important exercise to evaluate progress towards meeting the goals of the current 2018-21 strategic plan and to provide constructive input for the information to be placed at the core of the next one. This will serve to ensure that the purpose and direction are well-understood, supported by all segments of the school community and continue to be relevant in the prevailing circumstances. Anecdotal evidence confirms that the constituent groups are eager to continue moving forward to bring TASIS England beyond the recovery phase and direct it towards new successes.

## Commendations

None at this time.

## Recommendations

Domain A Standard 5 - The board and senior leadership team develop systems to measure the impact of the guiding statements across the school community to support decision-making and future planning.

## Part 2: Domain A - Standard A6 - Team Evaluation

The school has an effective means of monitoring and evaluating the implementation of its Guiding Statements.

### Ratings Rubric

Team Evaluation Criteria A6i. The review and evaluation of the Guiding Statements is effective and provides data that informs the school's direction. Future Aspirations A6i. How is the review and evaluation of the Guiding Statements informing the Board in their strategic oversight of the school?

### Self Ratings

Met

### Response

Self-Rating: **MET**

A [Strategic Plan](#) based on our Mission, Commitments, and Outcomes has been created and was implemented in September 2018. The Strategic Plan is/will be reviewed each January and June for the duration of the 3 years ([please see an overview of the Strategic Plan that was presented by the Head of School to faculty and staff in August 2019](#)). The fact that it is based on our Commitments (Pathways, Engagement, and Connection) ensures that we are measuring progress towards our Mission, Commitments, and Outcomes. Regular evaluation of this plan, as well as annual survey data from our constituents (see the [faculty survey](#) and [resulting action plan](#), the [parents' survey](#) and the [resulting action plan](#), and the [letter from the Head of School to faculty and staff](#) at the end of the 2018-19 school year), will form part of the review process towards a new strategic plan which will begin in the 2021-2022 school year. Our excellent responses on the CIS Community Survey indicate recognition of our constituents on the School's success in this Standard.

### Evaluator Ratings

Met



## Evaluator Reason for Rating

Evidence indicates that the strategic plan is regularly being reviewed, appropriate surveys and analysis are being used to drive its planned work flows forward, and the progress is being communicated to the constituent groups. The Independent School Management Surveys have given the leadership insight into employee/faculty and parent satisfaction, which highlighted a number of areas for improvement and for which action plans are already being followed. Members of the self-study committees that were interviewed expressed their satisfaction that a negative frame of mind existing two to three years ago had been successfully turned around in a joint effort under good leadership and clear direction.

It is stated that the objectives outlined, and actions pursued, under the umbrella of the TASIS England Strategic Plan are in line with, and driven by, the school's guiding statements. Completion of strategic objectives is an indicator that the school is doing well and progressing along the path that has been set by the leadership and the board. The leadership are aware that this does not in itself constitute confirmation that the guiding statements are effective. Providing additional useful data to inform the school's direction is recognized as crucial, and permits the leadership to evaluate their contribution to the school's success overall.

Establishing criteria measuring the effectiveness of policies and procedures upon implementation facilitates meaningful adjustments. According to information shared by the head of school in a meeting with evaluation team members, each process has its own review carried out by the different groups working on them. Furthermore, there are board committees that oversee progress. In consequence, such monitoring allows the community to draw maximal benefit from the initiatives undertaken.

It was explained that currently TASIS England has many mandatory surveys to complete for legal compliance, membership confirmation, accreditation, and authorizations, which limits to some extent the use of additional in-house questionnaires. In the long term, the school leadership hopes to use the framework of the CIS Community Survey more regularly in the school context.

## Commendations

None at this time.

## Recommendations

None at this time.

## Part 2: Domain A - Standard A7 - Team Evaluation

The school has developed and adopted a contextually-appropriate definition of high quality learning and identified expected learning outcomes at each stage of a student's pathway through the school.

### Ratings Rubric

Team Evaluation Criteria A7i. The contextually-appropriate definition of high quality learning is related to students' expected learning outcomes and referenced to standards. Future Aspirations A7i. How consistent is the application of the school's definition of high quality practice, and how is the school addressing any inconsistencies in practice?

### Self Ratings

Met

### Response

Self-Rating: **MET**

While we previously had Scope and Sequence documents for all subjects, the School has begun a [three-year Curriculum Review Process](#) that is based on consistent standards and expectations, as well as a consistent planning unit template, throughout the School.

In the Preparatory Evaluation, we identified that we defined high quality learning through our [Outcomes related to our Mission](#) and through our revised Teacher Professional Growth Process ([Professional Learning Journeys](#)), which was implemented in August 2018. Please also refer to the supplementary evidence of a thought leadership article by our Head of School, entitled "[Learning Beyond the Classroom](#)".

Based upon feedback from Evaluators, we began a process of arriving at a school-wide definition of high quality learning. Whilst we believe that our Commitments and Outcomes define our process and product in relation to aspects of high quality learning, we have also moved forward to define this process. At a Professional Development Day on 21 October 2019, the Director of Studies and the Coordinator of Community Service and CAS, who

serves as the Chair of the Domain A Committee for this accreditation, led a [session with half of the faculty to develop ideas](#) that will inform a school-wide definition of high quality learning (please note that the other half of the faculty were in a session on intercultural learning with the Head of School). The Domain A Committee used these ideas as the springboard to develop a working definition of high quality learning. There will be another opportunity for faculty and staff to engage with this definition and to establish common understandings for how it will be best supported and put into practice before it goes to the Senior Leadership Team and the Board for approval. In March 2020, our school-wide definition of high quality learning was completed, and it will be shared throughout our community during the 2020-21 school year. It will also be added to the Professional Learning Journeys process for both faculty and staff to ensure it is reflected upon regularly and that evidence of its implementation is collected through the journey process. Below is the school's definition of high-quality learning:

**High-quality learning is the acquisition of skills and knowledge that results in the individual transformation and growth of each learner. High-quality learning is achieved when:**

- Learning takes place in a safe, nurturing environment that encourages creativity, curiosity, and independence.
- Learning is transferable; skills and conceptual understanding can be applied within multiple contexts.
- Learning involves inquiry, critical thinking, feedback, and reflection.
- Learners have ownership of the process and are able to articulate what they are learning and why they are learning it.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

Among the responses to the 2019 CIS Community Survey, grade 8 - 13 teachers in particular indicated that they did not consider the definition of high-quality learning at the school to be clear at the time.

The key phrases to identify high-quality learning developed through faculty collaboration since then will have raised understanding of what this should look like in the school's context. The agreed priorities have been incorporated in an engaging definition that is in harmony with the mindset being cultivated at TASIS England. This will provide further helpful points of reference for the ongoing curriculum review process with its aim of setting consistent standards and expectations across the age range, and through all programs, to ensure the achievement of the desired, mission-related outcomes.

The challenge will be to measure how effectively these attitudes, aptitudes, and skills are encouraged through the curriculum, the co-curricular program offerings, and the range of other opportunities provided to the students to stretch themselves to full potential.

## **Commendations**

None at this time.

## **Recommendations**

Domain A Standard 7 (Major) - The senior leadership team, in collaboration with the faculty, monitor, evaluate, and review the new definition of high-quality learning to improve learning outcomes for the students.

## Part 2: Domain A - Standard A8 - Team Evaluation

The school is inclusive in its admissions procedures, as defined by its Guiding Statements.

### Ratings Rubric

Team Evaluation Criteria A8i. The Admissions policy, process and its outcomes are evaluated regularly in the context of the Guiding Statements to assess its inclusivity within the terms of the policy. Future Aspirations A8i. How inclusive is the school in the context of its admissions policy and how well-matched is the programme to those students enrolled?

### Self Ratings

Met

### Response

Self-Rating: **MET**

The School's [Admissions Policies and Procedures](#) are available to all applicants, and the school is inclusive based on our program for being able to provide opportunities for a successful learning journey for each student. The Admissions Policies and Procedures are reviewed and published annually.

The mission and guiding statements are referenced and provided to each visiting family both in conversation and in print from the first communication with the admissions team. Throughout the bespoke admissions process, families are asked how their child will contribute to and benefit from our mission and guiding statements. While completing the application process, parents are asked to write a statement encouraging them to consider their expectations of a TASIS education and what it will bring to their child. [Please see attached for a few recent samples of parent statements](#) that supported the application process.

Within the admissions policy, we indicate that we serve and aim to recruit an international population looking to follow the various pathways provided at TASIS England. With our rolling admissions and personalized application process, the admissions team develops

close connections with each family and they are able to share the TASIS commitments and outcomes throughout the process.

Students applying to the middle and upper school are asked to reflect on various elements that align with the mission and guiding statements through the student questionnaire.

Students are asked to share about their current academic pathway and subjects, their involvement in service leadership opportunities, challenges they have overcome, and much more. This information is relied upon when reviewing applicants in a variety of ways, from matching with a particular boarding house parent, advisor, or classroom teacher to helping match with a buddy family in our current community. Prior to the start of school each year this information is also shared by the admissions team across all three school sections to assist teachers, counselors, and administrators with the onboarding process for each new student.

The admissions process includes the admissions directors (at least two review each application), the Heads of Section, Head of Boarding, Middle School Dean of Students, and other individuals as needed, including but not limited to the Head of International Section, Learning Resource Centre teachers, Counsellors, College Counselling, Head of School, and others as needed. The admissions committee reviews applications through an online portal and decisions are expected to be made within one week. Teachers and administrators have access to the admissions committee's comments for each applicant through the online portal. The admissions team writes short profiles about each new student and prior to the start of school the information for each new students is shared by the admissions team across all three school sections to assist teachers, counselors, nurses, DSL, and all school administrators with the onboarding process for each new student. If there are concerns around the social/emotional transition of new students into our community, admissions will alert the counselors to ensure that some additional support will be in place prior to the start of school, to help support each child and family. Each new day family is also provided a buddy family through out TPA Buddy Family program. The TPA Buddy Family Coordinator works with the admissions team to appropriately match each new family with a like minded/aged family to help ease the transition from a social standpoint as well. The buddy family matching process takes into account languages spoken at home, nationality, students' interests, grade levels, and more. With all of these support pieces in place, we see that the large majority of new students will transition with ease into our community.

New teachers are given an opportunity during their induction week to learn about the role of admissions at TASIS England and how they can play their part in welcoming and supporting our applicants and new students.

## **Evaluator Ratings**

Exceeded

## **Evaluator Reason for Rating**

The TASIS England admissions policy is inclusive of differing backgrounds and includes a non-discrimination statement. All applications are treated individually on merit. There are clearly stated objectives with regard to ensuring a good fit between the applicant, their family, and the school. In the case of older students joining the upper school, there are additional assessments made to establish that they have the required prerequisites and are prepared to pursue the programs offered. Additional academic, behavioral, and emotional support can be provided for students with learning differences within the capacity of the Learning Resource Center. It was stated that the admissions policy is reviewed annually with different stakeholders' input.

Encouraging parents to express a view about the TASIS England mission and guiding principles as an integral part of the application process ensures that families understand the wider expectations within which their child's education will be delivered.

At the time of the CIS Community Survey, some teachers at the upper school level indicated that they did not feel they had sufficient background information to easily integrate new students. According to the self-study narrative, the collaborative, consultative, and sharing process to push such information to the right recipients has evolved since then, which was confirmed in conversation with members of the admissions team.

The involvement of current parents and the allocation of TASIS Parent Association (TPA) buddy families contribute to a smoother transition process not just for the students themselves, but their families as well which, it is hoped, will be beneficial to student retention in the long term. Families with differing language backgrounds are in many cases



able to speak to someone of that language as part of the admissions process. The inclusion of an explanation of the admissions process in the new teachers' induction week program alerts faculty to the input they can provide before and during the settling-in period.

It was shared by the admissions team that they have the skill set and resources to be effective, and they have a good understanding of factors that influence enrollment figures. Their processes have been codified, there is joint reflection on recruitment and retention strategies, and flexible and understanding responses towards families whose personal or financial circumstances have been affected by COVID-19 are all contributing to maintaining a stable and efficient department.

The evidence suggests an improved rating from that indicated by the school.

## **Commendations**

Domain A Standard 8 - The admissions team for introducing policies and practices to ensure that student enrollment and integration are effective.

## **Recommendations**

None at this time.

## Part 2: Domain A - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

*A1i. The Guiding Statements are used as suitable reference points in decision-making.*

- **Mission, Commitments and Outcomes:** We will continue to embed our Mission, Commitments, and Outcomes into all we do, making them the driving force behind a TASIS education, both inside and outside of the classroom. They will remain visible throughout campus and in all school publications.

*A3i. The school puts into action its definition of international/ intercultural learning, both inside and beyond the classroom, as evidenced by the learning of students.*

- **Create a School-Wide Definition of Intercultural Learning:** We have created a working definition of intercultural learning based upon feedback from all constituent groups in our community. There will be another opportunity for faculty and staff to engage with this definition and to establish common understandings for how it will be best supported and put into practice before it goes to the Senior Leadership Team and the Board for approval. By March 2020, our school-wide definition of intercultural learning will have been determined and shared throughout our community.

*A7i. The contextually-appropriate definition of high-quality learning is related to students'*

*expected learning outcomes and referenced to standards.*

- **Create a School-Wide Definition of High Quality Learning:** We have developed a working definition of high quality learning based upon feedback from all constituent groups in our community. There will be another opportunity for faculty and staff to engage with this definition and to establish common understandings for how it will be best supported and put into practice before it goes to the Senior Leadership Team and the Board for approval. By March 2020, our school-wide definition of high quality learning will have been determined and shared throughout our community. It will also be added to the Professional Learning Journeys process for both faculty and staff to ensure it is reflected upon regularly and that evidence of its implementation is collected through the journey process.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

Based on the documentation provided, it is evident that the school has ambitious plans that require a high degree of input and support from the leadership down in order to come to fruition, and which have come up against the challenge of a landscape altered by the effects of COVID-19. As a result, the school has been slower than anticipated in moving forward on certain plans that were in the early stages of development or implementation at the time of the preparatory visit.

Those that may have had to be postponed or curtailed have yet to be amended, adapted, and prioritized as imposed by current circumstance and a new timeline set in consequence before they are integrated into the new strategic plan being developed for 2021 onwards.

Whilst the documentation is very comprehensive, and the groundwork has been meticulously laid, there is a need now to concentrate not only on implementation, but on measuring the impact on the desired outcomes contained in the mission statement and associated definitions.

This should be reflected in updated planned actions for this domain, as the ones already mentioned which cover the embedding of the mission and the development of suitable, school-specific definitions of intercultural learning and high-quality learning have, for the most part, been achieved.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain B - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

The TASIS Schools and Summer Programs are owned and controlled by the TASIS Foundation, a non-profit educational trust based in Delémont, Switzerland. The Foundation Board of Directors is comprised of eleven members who have legal, financial and educational expertise and are charged with the overall responsibility of ensuring that all TASIS Programs are managed according to the bylaws of the Swiss Foundation, as reflected in the vision and ethos of the TASIS Founder. In addition, TASIS established nearly 50 years ago a US TASIS Foundation, Inc, a publicly supported, Section 501(c)(3) non-profit educational foundation, which can receive tax-deductible gifts from US taxpayers.

TASIS England operates as a school under the umbrella of the TASIS Foundation but is managed by its own Board of Directors, to provide the school with governance and to support the Head of School. The governance structure at TASIS England consists of a Board of Directors, currently composed of seven members, which is responsible for all aspects of the School's management and has significant autonomy to direct the School's activities, within the broad objectives of the TASIS Foundation. The Head of School, with the equivalent responsibilities of Chief Executive Officer, reports to this governing body through the Chairman of the Board.

The Head of School is responsible for the day to day running of the School in all its departments and also for strategic planning. He is assisted in this by the Senior Leadership

Team (SLT), which comprises the Head of School, Executive Director Finance & Operations, Executive Director of Recruitment and Relationship Management, Head of Upper School, Head of Middle School, Head of Lower School, Director of Studies, Director of Pastoral Care & DSL, Director of Boarding, Director of Sports and Activities and, from July, the new Director of Admissions and Student Recruitment.

This structure is articulated in the School's [organizational chart](#) and the roles and responsibilities are respected in practice for the sustainable development of the school (Standard B1 Core).

In July 2017 a new Head of School began his tenure, following a period of leadership transition at the school. The Head of School engaged the community in creating a new Mission Statement, Commitments and Outcomes, as well as developing a new Strategic Plan for the School. The TASIS England Board approved the new Mission in January 2018 and the Strategic Plan in September 2018. The Strategic Plan focuses on the School's Commitments to pathways, engagement and connections, which encompasses responsibility and accountability for the students' education and well-being (Standard B2 Core). The [Strategic Plan](#) was first reviewed in January 2019 and reported to the TASIS England Board by the Head of School in May 2019. This process was repeated again with a review in June 2019 and a presentation to the Board in September 2019. The TASIS England Board now receives a review of our progress within the Strategic Plan each May and September meeting. The plan and progress has also been shared with the entire school community ([most recently in October 2019](#)) and provides the educational and operational plans and review to support the school's viability, the Mission and the programs used to fulfil our Mission (Standard B3 Core). The plan is based on the School's Commitments and Outcomes and this drives the school's future plans and strategic decision-making (Standard B5). As the current three year Strategic Plan comes to an end at the close of the 2020 - 2021 school year, the Head of School, along with the SLT and Board, will have a new approved strategic plan in place by June 2021 for the next three years, utilizing feedback gained from the CIS/NEASC accreditation and an evaluation of the progress made from the current Strategic Plan. This process will also include the creation of a new 10 year Campus Development Plan.

In addition to the Strategic Plan, the Head of School submits a detailed report on all school

operations to the TASIS England Board at their September, November, January and May meetings. An additional report is created by the Head of School for the TASIS Foundation Board, which meets each November and May. This report, and an evaluation of the Head of School's performance by the TASIS England Board, is presented by the TASIS England Board Chair to the Foundation Board.

The Head of School has been positively accepted into the school community, as evidenced in the Faculty/Staff and the Parent surveys (Standard B6). The working relationship between the Head of School and the TASIS Board of Directors is strong and is based on goals agreed by the Head of School and the Board each school year (Standard B7), which are taken from the Strategic Plan. The Head's goals are further cascaded to the SLT and their teams through the whole school Learning Journey process.

All school policies are reviewed annually, revised as appropriate and submitted to the TASIS England Board for approval. This was last completed at the November 2019 Board meeting (Standard B8).

The Board operates with good communication between the Chair, Vice Chair, individual Board members and the Head of School. The Chairman and Vice Chairman meet regularly with the Head to discuss issues as they arise and also to assist with forward planning. E-mail and conference call communication is also used to ensure key individuals in the governance process are kept up to date. The Board also functions through a number of committees that report back to the full Board on their most recent meeting, actions taken and recommendations made. The Board committees are:

- Governance, Risk and Nominations
- Academic
- Finance
- Boarding
- Health and Safety
- Pastoral and Pupil Support
- Campus Development
- Admissions and Marketing.

The terms of reference for all the committees are included in the fully revised [Governors' Handbook](#), approved at the November 2019 Board. As the Board is small, in terms of membership at the moment, some committees have non-Board members on them, although recommendations and decisions are ultimately taken by Board members.

In terms of Board development, the Governance, Risk and Nominations Committee (GRNC), led by the Board Vice-Chair, revised Board policies and procedures and established the need to source new Board members with specific skill sets to provide support for our Strategic Plan. [\(A skills and experience schedule for current Board members and the required gap analysis is provided\)](#). In November 2018 new Terms of Reference for the GRNC were circulated and revised Job descriptions for the Board Chair, Vice Chair and members were shared. These were checked against Foundation by-laws before they were agreed in the January 2019 meeting. In addition, a new [Governors' Handbook](#) has been produced by the Committee and received final approval and adoption in November 2019 (Standard B8). This replaces the Board Policy Manual, which has now been withdrawn. In addition, a number of operational policies are included in this manual, which have been substantially reviewed and revised by operational management and now reside in other documents, including the Staff Handbook. All these reviews and initiatives will enhance school governance and should provide the School with a clear and appropriate sense of direction and continuity (Standard B4). Embedded in the School's Strategic Plan is a Governance Action Plan.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

The head of TASIS The American School in England (TASIS England) has spent considerable time with the board developing the governance of the school. This resulted in the Governance Handbook, which clearly defines and formally articulates in approved policy the roles and responsibilities of the board and the head of school, responsibilities of the directors, the terms of reference of the sub-committees of the board, and articulates approved policy. Along with the senior leadership team (SLT) and with the support of the board, considerable time, thought, and effort was invested in the development of a three-



year strategic plan in line with the mission, commitments, and outcomes (guiding statements).

The 2016 Office for Standards in Education, Children's Services and Skills (Ofsted) report led to significant changes in leadership of the school and the board and a significant drop in student numbers and a consequential financial impact. There has been a clear commitment to improve financial sustainability and the intention was to become financially self-sustaining in 2020-21 and the school was on target to do so until the outbreak of COVID-19 when the school had to re-evaluate its position. Although there are financial issues, the board and leadership have demonstrated that they know them well, and are acting on them, with the back up support of the TASIS Foundation.

Going forward the school has developed detailed and comprehensive financial models for sustainability in uncertain economic times. With the support of the TASIS Foundation the school will continue to work towards sustainability for the 2020-21 academic year and for the foreseeable future.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain B - Standard B1 - Team Evaluation

The respective roles and responsibilities of governance and ownership, and leadership and management, are suitably defined in writing and respected in practice for the sustainable development of the school.

### Ratings Rubric

Team Evaluation Criteria B1i. The roles and responsibilities of ownership, governance, leadership and management are clearly defined, formally articulated in approved policy, understood and respected by all members of the school community and reflected in practice. Future Aspirations B1i. How is governance developing as a result of orientation, systematic training and how is this training evaluated?

### Self Ratings

Met

### Response

Over the last couple of years we have done a lot of work on our governance structures and management documentation and policies but we recognise that there is still room for us to develop these further. For example, we have developed the TESIS England Mission Statement and are coming to the end of year two of the [3-Year Strategic Plan](#) that underpins it; we have produced and put into practice a new [Governors' Handbook](#) for the Board and refreshed our Senior Leadership Team below the Head of School; and we have a full suite of policy documents that are reviewed annually and a [Risk Register](#) that is discussed by the Board twice per year and by our Health & Safety Group 3-4 times per year. Our survey results for standard B1 suggest very high levels of clarity about roles and responsibilities, at 100% for Board and staff and 88.6%, above the aggregate, for faculty.

The TESIS Foundation is the ultimate shareholder of the School. The Foundation is not-for-profit and arose from the donation and transfer of the TESIS Schools (England and Switzerland) and their campuses, to the Foundation in 2004. The School itself was founded in 1976 and the [TESIS England \(TE\) Board has the autonomy from the Foundation](#), awarded in 2005, to direct all aspects of the School's activities.

The school's ownership/governance model fully conforms with the CIS Code of Ethics. The School is governed by a Board of Directors. The Board of Directors charges the Head of School with delivering the School's Mission and delegates the necessary authority to do so. The Board's role and responsibilities are enshrined in the Governors' Handbook. The Handbook contains terms of reference for all Board Committees and the Job Descriptions for the Chair and Vice Chair, as well as for other Board roles, such as Board member with responsibility for Safeguarding, and the job description for the Head of School.

The TE Board of Directors meets 4 times a year, in September, November, January and May and monitors the School's progress through these Board and related Committee meetings. A Board member chairs each Board Committee and reports on outcomes to the full Board.

The committees are:

- Governance Risk and Nominations
- Academic
- Finance
- Boarding
- Health and Safety
- Pastoral and Pupil Support
- Admissions and Marketing
- Campus Development

Each Committee Meeting is minuted and the minutes are available to all Board members. (See [example 1](#) and [example 2](#).) The Terms of Reference, as detailed in the Governors' Handbook, set out the remit of each Committee but, essentially, they provide constructive challenge and monitoring of the activities in each area. This is done by reviewing reports created by the school staff/faculty/leadership responsible for the reported areas, analysis and survey results; and by discussing and taking decisions, as a Committee, on issues brought to their attention for recommendation to the Board of Directors.

The Committees are made up of a mix of Board Directors, Senior Leadership Team and other members of the community invited to the Committees, such as: students on the Boarding Committee; Estates Manager on the Campus Development Committee/Health

and Safety Committee; and Curriculum Coordinators on the Academic Committee. Whilst the work being considered by the Committees clearly lies with employees of the school, the Committee structure provides the means for sharing and pooling of knowledge, discussing solutions from different perspectives and bringing in the wider experience of the Board members from their different fields. [Examples of the value this adds is in the comparative independent school experience of our Vice Chair and the local council experience of one of our newest Board Directors.](#) The Board members are the conduit for reporting to the full Board.

It is expected that there will be a review of the Board Committees in 2021 to streamline both the number of committees and their membership and that, over time, without losing their operational oversight, the Board Committees will take a more strategic oversight role as the governance model matures.

The Directors monitor the school's progress through the Board and Committee meetings, via regular communication with the Head through the Chairman and the Vice Chairman, and by visits to the school (including classroom visits ([see Board Minutes November 2019, Item 7](#)) and [attendance at fire drills](#), School performances etc.).

The Head of School has ultimate responsibility for the day to day operations and success of the School, as articulated in his Job Description, contained in the Governors' Handbook.

Strategic decision-making is a collaboration between the Board and the Head and his Senior Leadership team, through shared understanding, through the Committee structure and through ratification of decisions at the Board, as demonstrated via Board minutes.

The remit for each member of the Senior Leadership Team that supports the Head is articulated in their Job Descriptions (see examples [1, 2, 3, 4, 5](#)) the relationship between each post holder described in the [School's Organisation Chart](#). The Organisation Chart is shared with all members of the School's Community at the start of the School year, so that everyone is clear about reporting lines.

There is clarity over the division of strategic, non-executive monitoring roles and responsibilities of the Board and those responsible for running the School operationally and

this is evidenced by minutes of meetings and specific decision-making, e.g. only Board Directors are able to vote on motions at the Board; operational invitees to the Board, including the Head of School and the Executive Director of Finance and Operations, may not. However, it is the responsibility of those who run the School operationally to propose business for decision-making to the Board, e.g. the decision to offer parents a Covid-19 related fee rebate and defer re-tendering the School's insurance policies ([see the minutes of the Special Board Meeting held on 09/04/2020](#)).

## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

TASIS England is owned by the TASIS Foundation, a Swiss charity whose charitable objective is the provision of education to children based on the founder principles and philosophy. The TASIS Foundation observes organizational regulations which describe and establish the rules for the proper administration of the foundation and the schools, program and companies owned, and controlled by the foundation. The relationship between TASIS England and the TASIS Foundation is clearly outlined in the Governors Handbook.

Following the arrival of the new head of school in 2017, the board and the head of school worked closely together to develop a governors handbook which would clearly define the roles and responsibilities of the board and the head of school. The Governors Handbook was published in 2019 and specifically defines the responsibilities of the directors of the board and the terms of reference of the sub-committees of the board, and articulates approved policy. The Governors Handbook is reviewed annually.

The board undergoes training in the November directors meeting. The school evaluates the training by feedback from the directors and is included in the board yearly self-evaluation process. Training is geared to what the board members need to know and understand, as well as the role they play.

During conversations with representatives of the board and also the head of school it was clear that the relationship between board and management is well understood. In the CIS

Community Survey, 100% of six responding board members and 88.6% of 106 responding faculty agree or strongly agree that the documented respective roles and responsibilities of governance, ownership, leadership, and management are reflected in practice.

The evidence suggests an improved rating from that indicated by the school.

## **Commendations**

Domain B Standard 1 - The board and the head of school for developing a governors handbook which clearly defines the roles and responsibilities of the TASIS England governance, which is understood and respected by all members of the school community, and reflected in practice.

## **Recommendations**

None at this time.

## Part 2: Domain B - Standard B2 - Team Evaluation

The Head of the School is empowered to be the educational leader of the school, implementing the mission and has ultimate responsibility and accountability for the students' education and well-being.

### Ratings Rubric

Team Evaluation Criteria B2i. The Head's role as the educational leader is unambiguous, supported by clear and widely understood structures and lines of reporting that distinguish between governance and leadership functions and practice at the school is indicative of shared understandings about roles and responsibilities and lines of authority. Future Aspirations B2i. Is the relationship between the Head and the Proprietors/ Governors a partnership based on a shared vision, trust, common understandings about roles and responsibilities thus empowering the Head to provide leadership for the total school programme?

### Self Ratings

Met

### Response

The Head of School's role as the educational leader of the School is widely understood, as evidenced by survey responses for standard B2 from all constituencies (Board, parents, staff and faculty). His role as Chief Executive Officer and educational leader is clearly articulated in the introduction to the [Governors' Handbook](#), which also outlines his reporting responsibility to the TASIS England Board. This is also clear in his job description and those of Board members, also in the Governors' Handbook, as well as in the School's [Organisation Chart](#).

The survey results for B1 and B2 confirm that there is clarity about the roles of ownership, governance and leadership, in terms of the roles and responsibilities of Board members and the Head of School and his leadership team, and that these are appropriate for the needs of the School and above the aggregate scores from the CIS Community Survey.

As above in B1(i), the Board Committees are made up of a mix of Board Directors and Senior Leadership Team members but the fundamental operational work of the committees clearly lies with employees of the school - the Senior Leadership Team, all of whom have a clearly defined remit, as articulated in the Organisation Chart, and a lead responsibility for the key overarching areas, for example, of Safeguarding and Child Protection (which is led by the Director of Pastoral Care and Designated Safeguarding Lead); and Health and Safety (which is lead by the Executive Director of Finance & Operations/Bursar). Through this mechanism, the Board members of the Committees hold the Senior Leadership Team to account and report to the full Board.

As part of the Strategic Plan, there are a number of improvements identified in the governance of the School. This has a separate workstream and many of these improvements are complete, as of the review presented to the Board in January 2020, such as: budget holders now receive timely budget statements that enable them to manage and moderate their own spend; and we have implemented a Governance, Risk and Nominations Committee of the Board (Terms of Reference in the Governors' Handbook) that is working through and completing a set of actions aimed at raising the level of governance professionalism and Board effectiveness.

The actions of the Head of School (HoS), who ensures that he is out and about and visible and in regular communication with the staff, student and parent bodies, reinforces his leadership. For example, he greets students arriving via the main gate most mornings. He and the Board have worked collaboratively on their understanding of good governance and leadership and have ensured that the Governors' Handbook is representative of how we operate as a school in line with our Mission, such that there is increasing clarity between the Head's responsibility for the day to day operation of the School and the Board's for overall governance and holding him to account. The enhancement in Governance over time will enable Board members to continue to concentrate on their key roles, as articulated in the Director job description in the Governors' Handbook, of monitoring the strategic direction of the School and developing as critical friends to the Head, whilst providing constructive challenge as needed.

The Head of School has a dedicated Senior Leadership Team (SLT) that ensures day to day operational matters are dealt with by the executive management and makes collective



decisions related to our Mission and Strategic Plan. Each member of the SLT has a clearly defined remit and sets annual measurable goals with the Head of School to ensure we meet the demands of our Mission and Strategic plan ([example provided by the Exec Director of Finance and Operations](#)). The SLT meets weekly to celebrate success, discuss upcoming events and talk about and resolve emerging issues. [Minutes are kept](#).

[New appointments are announced to the whole School](#) to welcome people into their roles and to ensure everyone is sighted on who is responsible for what.

## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

The Governors' Handbook clearly states that the head of school is responsible for all educational and business operations of TASIS England, including management of the assets, the hiring, training, promotion, discipline, and termination of employees and for establishing and maintaining the educational and business organization and structure to efficiently conduct the school management functions. The head of school operates under the general direction of the TASIS England board and reports through the chairperson.

The head of school's role as the educational leader is unambiguous and supported by clear and widely understood structures, and lines of reporting as evidenced in the school organizational chart. In the CIS Community Survey, 94.3% of 106 responding faculty and 96.2% of 271 responding parents agree or strongly agree that the head of school shows ultimate responsibility and accountability for the students' education and well-being. During conversations with representatives of the board it was evident that there is a shared vision through the newly developed mission statement and there is a common understanding about the roles and responsibilities of the board and the head of school which has enabled him to substantially improve the school program.

The evidence suggests an improved rating from that indicated by the school.

## **Commendations**

Domain B Standard 2 - The board and the head of school for quickly establishing a partnership based on a shared vision, trust, and common understanding which enables the head of school to provide positive and effective leadership for the total school program.

## **Recommendations**

None at this time.

## **Part 2: Domain B - Standard B3 - Team Evaluation**

The Proprietors/ Governors ensure there are educational and financial plans to support the school's viability, the mission, the programmes used to fulfil that mission, and that these plans are explained to the school community.

### **Ratings Rubric**

Team Evaluation Criteria B3i. Proprietors/ Governors have developed, formally approved and effectively communicated educational plans for the near and long term that ensure school viability, are aligned to the mission and fully support the range of programmes offered by the school. Future Aspirations B3i. How detailed is educational and financial planning embedded in practice, effectively communicated, and widely understood? How does this ensure that the school is aligned to its mission, able to finance its development into the future and, in the process, fully support current and future programmes?

### **Self Ratings**

Met

### **Response**

On appointment in July 2017, the Head of School determined that the School needed to review its Mission and educational provision, to ensure that there was a process of continuous improvement and curriculum development. The Board was fully supportive of the extensive and inclusive process undertaken to produce our Mission, which took the original Mission from the School's inception and now emphasises the important characteristics of intellectual curiosity and for students to flourish as principled, open-minded and compassionate members of the global community.

Further work was undertaken during 2018 by the whole school Community that took the Mission, as the foundation for our plans, and, in determining our commitments and outcomes, produced our related [Strategic Plan](#). This Plan informs and shapes the continuous improvement and development of the School to achieve the Mission. There are various work streams to the Strategic Plan and one involves a detailed and extensive Curriculum review, which is currently ongoing. This Curriculum Development Project, in

conjunction with the Professional Learning Journey Process to promote faculty and staff ownership and identification of areas of growth within their own professional performance, will form the basis of the School's educational plans going forward. Progress made against this workstream include the instigation of a Curriculum Coordination Team; all teachers having access to the Atlas curriculum platform; implementation of a timeline for unit planning; many unit plans now complete against a target of each teacher completing unit plans for at least one course by the end of the academic year. [See Board Meeting Minutes January 2020 for confirmation on the EAL Handbook](#)

The Strategic Plan is owned and operated by the School leadership but the Board has been involved in the strategic planning process and has signed the plan off at various stages of development ([see Board Meeting Minutes September 2019](#)). The School can evidence that it is successfully working through its Strategic Plan, as we are on schedule with the outlined actions, which will stand us in good stead for the development of the next 3-year phase. Progress against the Strategic Plan is provided to the Board and its relevant Committee ([the Academic Committee](#)) every 6 months, providing the opportunity for the Directors' collective involvement in the strategy. [The whole school community is also informed of progress within our Strategic Plan as Faculty and staff receive updates in whole school meetings in August and June, and parents receive an annual update each October.](#)

The Strategic Plan was articulated alongside a [3-year financial commitment](#), of which 2020-21 is year 3. This is a clear commitment for the School to become financially self-sustaining once again within the life of the plan, which it was on course to do until the pandemic impacted all school operations, through both the school's and the UK Government mandated response. This longer term planning enables transformational decisions on educational provision to be reflected. Planning covers both [revenue and capital expenditure as well as projected cash flow](#), in order to ensure that the School remains liquid, sustainable and viable. Note, the forward revenue plans are too big to attach and will need to be viewed at visit. Work has already started on a new 3-year financial plan, with intense attention to [how we perceive finances throughout the end of 2019 - 2020 and projecting into 2020 - 2021](#), focused on how the school survives the impact of the pandemic on business continuity.

As in any independent school, sustainable levels of enrolments are crucial and the School

devotes significant time and resources to this area. As noted elsewhere, the period since 2016, following an adverse OFSTED (UK Educational Authority) inspection report, saw enrollment levels decline, with a consequent impact on the financial results of the School. However, as our accounts show, we have had the full financial support of the TASIS Foundation, the ultimate owner of the School. The Foundation expects us to take the necessary remedial action to restore the School to financial good health, provided this is balanced against the need to deliver our educational programme, and significant improvements have been made in the last two years. The School has demonstrated enrollment growth again in 2019 - 2020 and is very fortunate to have a Foundation that has demonstrated their commitment to support us through difficult times and is supportive of our Strategic Plan. The TASIS Foundation further supports our CAPEX budget and has funded the development of campus projects such as an extension to one of our boarding houses (Orchard) that was completed in August 2019.

The next 3 year plan will come at the right time in terms of what we have learned and will learn from our Independent Schools Inspection (May 2019), International Baccalaureate (IB) Diploma Evaluation visit (postponed from April 2020), and the CIS and NEASC Evaluation visit (originally due September 2020), as well as from the surveys we have conducted each year.

The School is thinking ahead, not just in terms of its next 3-year plan but also in terms of a new 10-year Campus Development (or Master Plan), which will be developed and published by the end of the 2020-21 academic year. The existing 10 Year Master Plan still has some functionality and we are in discussions with the local planning authorities about the next iteration of our Master Plan, as a condition of gaining planning permission for an expansion of our boarding capacity, which we have recently received. Securing this additional capacity is a cornerstone of our forward strategic and financial planning.

An annual budget is prepared based on a range of enrollment scenarios, which is discussed at the January and May Board and Finance Committee meetings and finalised following confirmation of the enrolment numbers at the start of the school year, in September. This budget ensures that whole school needs are accounted for, in order to ensure that not only the educational but also the pastoral and safety, security and comfort needs of the students and staff are appropriately balanced. An example of this would be in increasing the budget

for boarding activity, to ensure that Boarding students' feel at home and have sufficient out of hours activities to meet their interests. Regular financial reports are also provided to the Foundation for review and comment.

The Board reviews the School's finances four times a year through the Finance Committee, which in turn reports to the full Board in September, November, January and May. Each review includes a longer term view of cash flow, to ensure that spending plans are affordable. [An example from September 2019 is provided.](#) The School's annual statutory accounts and Audit Findings Report from the external auditors are reviewed and approved by the Board at their November meeting. [The statutory accounts](#) have been signed off by external auditors each year with a clean audit report and the Audit Findings Report shows that there are no internal control issues identified.

A comprehensive set of Board reports is created for each Board meeting on all aspects of School operations, from all Committees, inclusive of the Head of School report. The full suite can be viewed on request. The Strategic Plan, approved by the Board in September 2018, is reviewed for progress and this review is shared each September and each May with the Board and ultimately with staff and faculty each August and June and with parents each October.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

Following the approval of the TASIS England Mission in January 2018, the school worked on developing a comprehensive strategic plan that would be directly aligned to the school mission. The whole school community was involved in its development and it was approved by the board and communicated to the school community. The executive director of finance and operations and the finance committee articulated a three-year financial commitment alongside the strategic plan. There was a clear commitment for the school to become financially self-sustaining in 2020-21 and it was on target to do so until the outbreak of COVID-19 when the school had to re-evaluate its position. Although there are financial issues, the board and leadership have demonstrated that they know them well,

and are acting on them, with the back up support of the TASIS Foundation.

The head of school and the executive director of finance and operations prepared a comprehensive report for the finance committee and, based on working assumptions, created three scenarios on the effect of COVID-19 on enrollment and finances for the 2020-21 academic year. The school experienced a drop in enrollment, but this was less than anticipated. Going forward the executive director of finance and operations has developed detailed and comprehensive financial models for sustainability in uncertain economic times. With the support of the TASIS Foundation the school will continue to be sustainable in the 2021-22 academic year and for the foreseeable future.

In the CIS Community Survey, 90.8% of 271 responding parents believe that the school is financially secure and 91.1% of those responding parents agree or strongly agree that the school operates in a financially responsible manner.

## **Commendations**

Domain B Standard 3 – The Executive Director of Finance and Operations and the Finance Committee for engaging in regular strategic and financial planning closely aligned with the school mission to ensure the delivery of school programs and operations according to identified priorities and the continued sustainability and development of the school.

## **Recommendations**

None at this time.

## Part 2: Domain B - Standard B4 - Team Evaluation

Governance is constituted to enable the school to have a clear and appropriate sense of direction and continuity.

### Ratings Rubric

Team Evaluation Criteria B4i. A legally compliant governance structure enables the school to have a clear and well defined direction, the relevant statutes and/or articles of association are translated into policy and embedded in practice and the Board can provide continuity for the school in the event of a sudden change in structure, ownership and/or leadership. Future Aspirations B4i. How well established is the governance, legally compliant and providing the school with sound direction and effective support? B4ii. How well placed is the Board to fulfil essential governance duties and provide continuity for the school in the event of a sudden change in structure, ownership and/or leadership?

### Self Ratings

Met

### Response

The School was established in 1976 as an unlimited company incorporated under Companies House number 1604308, under the laws of England. All statutory filings have been made as required under Company Law. The Foundation asked the Board to undertake a review of its [Articles of Association](#), which it has duly done and approved a new, updated set of Articles, recognising changes in company law in the UK since the School's original inception. One of the changes that the [Board has approved](#), with the support of the Foundation, is to change the School's incorporation to a limited company. This will have little impact in practice but is the more usual company form in the United Kingdom.

The Board of Directors is established as the authority to operate TASIS England in accordance with the Memorandum and Articles of Association under UK Company Law, the [Governors' Handbook \(which contains the Articles of Association\)](#) and the Foundation organizational regulations. The School is registered as a school with the UK Department of Education.



The School's governance processes are set out clearly and documented. The Governor's Handbook evidences clear definition of the ownership, Board and Head of School responsibilities. There is clear communication and regular meetings to facilitate this, as described in B1(i) and B2(i).

The Board has re-engaged the Head of School for a second 3-year contract, which is a strong message of continuity and for the School to continue building its future.

The Board has also sponsored and approved a Succession Plan, that provides assurance of continuity in the event of a change of structure or leadership. The Board and School leadership team would continue to operate in the event (however unlikely) of a change of ownership. In the event of the Head of School not being available, the School would be run jointly, until the appointment of a successor, by the Executive Director of Finance and Operations/Bursar and the Executive Director of Recruitment and Relationship Management, with the Heads of Upper, Middle and Lower School and Boarding, continuing to manage their remits as they do now.

The Head of School and two Executive Directors meet on a regular basis to ensure day-to-day continuity of planning and operations and the Senior Leadership Team, made up of all the departmental heads, Executive Directors and the Head of School, meets weekly, for which minutes are kept. An example is provided.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

The evidence suggests that the governance structure is compliant and meets the requirements of the United Kingdom. The board has established a Governance, Risk, and Nominations Committee (GRNC). The Governors Handbook states that the purpose of the committee is to ensure that the overall governance process, which includes oversight of risk management and the selection and nomination of new board members, and to ensure effective school governance. In the CIS Community Survey, 89.6% of 106 responding faculty

agree or strongly agree that the governance structure enables the school to have a clear and well-defined direction.

Through conversations with the board the importance of the GRNC was touched upon by board directors in ensuring compliance and development and the board identified that this committee will continue to assess the risk due to COVID-19. It was evident that the process of appointing, and subsequent induction of new members, is thorough and clearly understood. In conversation with the head of school it was clear that each year high-quality training is available to the board directors. It was also recognized that the board has approved a succession plan that provides assurance of continuity in the event of a sudden change in structure or leadership.

## **Commendations**

None at this time.

## **Recommendations**

None at this time.

## Part 2: Domain B - Standard B5 - Team Evaluation

The Guiding Statements drive strategic planning and the school's strategic decision-making.

### Ratings Rubric

Team Evaluation Criteria B5i. The links between the school's Guiding Statements, the strategic plan and decision making are fully understood by the Proprietors/ Governors, school leadership, faculty and members of the wider school community and are clearly reflected in actual practice. Future Aspirations B5i. How well understood are the links between the school's purpose and direction, Strategic Planning and strategic decision-making? B5ii. Do all members of the school community have an understanding of what the school stands for, embedded in practice and subject to ongoing review and reflection?

### Self Ratings

Met

### Response

The School uses its Guiding Statements as suitable reference points in decision-making and has developed a full and comprehensive narrative that enables all constituents to refer back to these statements during their everyday lives. The survey results demonstrate that the ongoing review process for the Guiding Statements is genuinely consultative, involves all constituent groups and the constituents are engaged with the school's purpose and direction, such as for survey question B2.

The School's guiding statements, enshrined in its Mission - now in its third year - have gained widespread acceptance. Survey results (standard A1) show very high levels of understanding of the Mission and its use in influencing the way the School is run, across all constituencies. The Mission was approved by the Board in January 2018 and has brought a consistent message for our School, which links our historical founding to the current day, not only with current stakeholders but also for prospective families through our marketing and admissions processes. The school's implementation of its Mission, Commitments and Outcomes promote the elements of the CIS Code of Ethics. We continually evaluate whether or not we are fulfilling our mission and our goals of nurturing [life-long learning](#),

international-mindedness and service leadership for each learner in our community. Much evidence is presented elsewhere against Domain D.

Given that the Mission statement was created from the input of representatives from each stakeholder group within the School and that the Strategic Plan is based on our Commitments and Outcomes, we are confident that the Mission, Commitments and Outcomes are appropriate for all members of our School Community and, through monitoring of our Strategic Plan, we are able to provide our Community with updates on how we are progressing on these guiding statements.

The Board reviews progress against the Strategic Plan every six months. The Head of School shared an update on progress against the Strategic Plan with the whole School at the beginning of the 2019-20 academic year and will repeat this process, at the start and end of each subsequent academic year. He has also shared the Plan and progress with parents and will continue to do so annually.

In practice, the Mission, Commitments and Outcomes are alive and well in our School. Some examples for this include but are not limited to:

#### Curiosity, Pathways and Life-long Learning

- The variety of academic and co-curricular program course offerings available at our School and how students are able to follow either the Advanced Placement or International Baccalaureate Diploma programs in Upper School.
- The opportunity to learn beyond our classrooms in terms of our travel programs and field trips.
- The sense of student ownership for their learning process that we promote throughout the school.

#### Flourishing, Engagement and International-mindedness

- The pastoral care and safeguarding support that we offer at all levels is extensive and thorough, providing students with the opportunity to learn more about themselves and how they can flourish within our community and beyond.

#### Community, Connection and Service Leadership

- The commitment of Lower, Middle and Upper school student councils to support the development of our mission statement and the advocacy they promote through student voice to actively take part in supporting our school development.
- The variety of service options that our students commit to both locally and more globally, including Model United Nations, Engineering Club, Duke of Edinburgh awards, and Debate Club. Required community service hours in the Upper School (CSP and CAS) and suggested community service projects in the Lower and Middle Schools (e.g. local litter picking, Operation Christmas Child,) encourage all students to be active, contributing citizens throughout their TASIS career.

The school has also recently arrived at its own definition of intercultural learning, which will greatly assist us in this journey. This is articulated in other elements of the self-study and demonstrated by the encouragement for all members of the TASIS community to play their part as global citizens.

As part of the School's continual desire to meet the challenge of its Mission, the performance of both teachers and staff are regularly evaluated, and professional growth is fostered through the school's Faculty and Staff Professional Learning Journey programs. This [faculty Professional Learning Journey Program](#), implemented in August 2018, is based on promoting personal and professional growth for teaching faculty to echo that which we seek for our students through our Mission. This process was co-designed with faculty members and has seen increased commitment to curriculum development, more classroom observations and related reflection meetings, and to ensuring that teachers are well supported to become the best version of themselves.

The [non-teaching staff Professional Learning Journey process](#) will help us ensure these members of the Community are as connected to the School's Mission as their teaching colleagues. Results from the survey (standard B5) suggest, somewhat understandably, that work is needed to ensure support (operational) staff understand how the Mission informs the work of the School and decision making. The Staff Professional Learning Journey Process was implemented in January 2020.

Additionally, the school's academic curriculum is currently undergoing a thorough and comprehensive review, as described above in section B3.

The school regularly surveys its faculty, staff, students and parents. Action plans are formed in response. Academic testing such as ERBs and PSATs, examination results in the International Baccalaureate Diploma Program and the Advanced Placement Program, and university matriculation further supports achievement of our Mission.

The safeguarding and well-being of students is paramount at TASIS, as well as enabling them to flourish as principled, open-minded and compassionate members of our global community. This is evidenced by its [Safeguarding and Child Protection Policy](#). The Director of Pastoral Care and Designated Safeguarding Lead (DSL) works with a team of Deputy Designated Safeguarding Leads (DDSLs) from Lower School, Middle School, Upper School and Boarding to safeguard the student body and the DSL also supervises and supports coordinators throughout the school in the following areas: attendance, anti-bullying, behaviour management, e-safety, Personal Social Health and Economic Education (PHSEE) and Spiritual Moral Social Cultural Learning (SMSC).

A Health Centre provides 24/7 access to health services for students, whilst a [Wellness Centre](#) provides a place for students to retreat and relax or for prayer. We have introduced a [“Flourishing” plan and survey](#), in the first instance for all staff and faculty but shortly also for students, so that we can start to understand and, therefore, in due course, to introduce initiatives to support everyone in the Community to flourish. Mindfulness courses have already been offered.

Counselling services are provided, with a counsellor employed for the LS and MS sections, two counsellors for the US section, and evening counsellors available for the boarding students. The school has the required Independent Listener. A Student Voice page provides an interactive map (developed by the School’s DSL), allowing students to provide information and feedback on their safety and wellbeing in various parts of campus and the wider community. Additionally, an extensive offering of sports and other after school activities, and weekend activities for the boarding students (and those day students who wish to participate, when there is room) support the well-being of the students.

Finally, the school has a robust [staff code of conduct policy](#), which is operated through the school HR dept. All teachers receive training in this area and acknowledge that they have read and understood this policy annually.

Complaints are investigated thoroughly and the Senior Leadership Team spends time at the

start of each weekly meeting to celebrate Community members commended for their efforts to demonstrate our values.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

Prior to 2017 the TASIS Foundation Mission was used by all TASIS Schools. The school leadership, determined to make the ideals contained within the Foundation Mission more relevant to the school, began the process of developing its own guiding statements. The TASIS England Mission, Commitments and Outcomes were developed and reviewed following a consultative process involving all stakeholders. Minutes from SLT meetings clearly identify the importance of the mission, commitments, and outcomes and their role in decision-making and the need to ensure that they are well known and understood by members of the school community.

The three-year strategic plan for 2018-21 was developed based on the school mission, commitments, and outcomes. The board regularly reviews progress against the strategic plan and the head of school updates the community to ensure that the strategic plan and its relationship with mission, commitments, and outcomes is well understood. As part of the process of development of the next three-year strategic plan there will be a review of the mission, commitments, and outcomes

It was evident in conversations with the board, the SLT, and with faculty and staff that the mission is fully understood by the wider community and that it guides decision-making at all levels of the school. Faculty make frequent reference that the mission of the school influences their work and that decisions are made in reference to the mission. In the CIS Community Survey, 93.7% of 271 responding parents and 92.5% of 106 responding faculty agree or strongly agree that the mission, commitments, and outcomes guide the school in its decision-making.

## Commendations

Domain B Standard 5 - The board, head of school, and the senior leadership for facilitating the development of the mission, commitments, and outcomes that is fully understood, embedded in practice, and subject to ongoing review and reflection.

## **Recommendations**

None at this time.



## Part 2: Domain B - Standard B6 - Team Evaluation

The leadership of the school has the inter-cultural competencies, perspectives and appreciation needed for the school's unique cultural context.

### Ratings Rubric

Team Evaluation Criteria B6i. The Head is suitably qualified and ensures that intercultural competencies, perspectives and appreciation relevant to the school's cultural context are embedded in relationships between and among all school constituents, in the curriculum and in the day to day life of the school. Future Aspirations B6i. To what extent are intercultural competencies and perspectives embedded in the curriculum, in relationships between all members of the school community, and reflected in the day-to-day life of the school?

### Self Ratings

Exceeded

### Response

The Head of School is very experienced in leading international schools, particularly those with US and IB curricula. He has clear intercultural competency and perspective inherent in the CIS Code of Ethics. He was educated in Northern Ireland and has been Head of schools in Germany, the US and here in England. He has demonstrated a clarity of analysis in identifying the areas of the School requiring improvement and also the need to address the culture and behaviour of members of the school community. He is a listener and problem-solver who operates effectively as part of a team.

The Mission and Strategic Planning process referred to above has enabled him to 'reset' the direction of the School and to demonstrate to all members of the community that change is needed. As School leader, he has set out the path for development and improvement and has achieved significant buy-in, as seen in an increase in connection, communication, collegiality and morale since his arrival. This is evidenced through the much improved survey results for standard B6, well above or at the aggregate for all constituencies, through the demonstrable increase in parent activity on campus and is also reflected in the Board's

### appraisal of the Head.

The Head has also been an IB Workshop Leader and Site Lead Evaluator for 19 years and a member of CIS/NEASC accreditation visiting teams. During his tenure, the new Mission has been created from the input of a wide stakeholder group and the Strategic Plan has been developed. Clear consistent leadership has been established, a sense of togetherness and ownership of all in the process has been developed and a renewed focus on teaching and learning has been encouraged, as demonstrated by the number of teachers committing to curriculum development days, outside of their working week.

The Head of School collaborates with the TASIS England Board to determine annual goals for his role, which support the implementation of the school's Strategic Plan. The fact that the Board has extended his contract for a further three year period well ahead of expiry of the first period is testament to the esteem in which he is held.

The Board of Directors and Senior Leadership Team also hail from many different places and cultures. Connections with the local community are evidenced, for example, by the Head's involvement in local schools (he is a Governor of Thorpe CoE Primary School); by the events we host for or involving local business and relocation agents (such as the annual welcome picnic); by our support and practical assistance for local events (such as the annual Remembrance Day service); and students' involvement in local charities. One of the Board members is a member of the local Council.

International mindedness is a core component of the School's Mission and outcomes. The Faculty has collaborated to define what intercultural learning is here at the School and this has been presented to all departments and they have explored how we support intercultural learning throughout our curricular and co-curricular programs. This means we have moved beyond community events that celebrate international mindedness, such as the International Festival held each November. To continually explore international-mindedness we plan to continue to delve into local and intercultural issues throughout the curriculum and promote challenging conversations we have with each other to promote open-mindedness as multiple perspectives to any issue are shared and discussed..

This activity is underpinned by exceptionally strong relationships with the School's parents,

the TASIS Parent Association, who are ever present on site, supporting new parents, meeting with the Senior Leadership Team, hosting international events and appreciating the faculty and staff.

## **Evaluator Ratings**

Met

## **Evaluator Reason for Rating**

The head of school's curriculum vitae is evidence that he is suitably qualified having been head of schools in Germany and the United States prior to taking his position at TASIS England. As supported by the narrative he demonstrates clear intercultural competency and a clarity of analysis in identifying the areas of the school requiring improvement and also the need to address the culture and behavior of members of the school community. In the 2018-19 evaluation the head of school rated well in relationships between and among all school constituents, in the curriculum, and in the day-to-day life of the school. In the CIS Community Survey, 92.6% of 271 responding parents and 90.6% of 106 responding faculty agree or strongly agree that the head of school and leadership team have the intercultural skills needed for the school's unique cultural context.

TASIS England only recently developed a definition of intercultural learning and the school community, which consists of a diverse range of nationalities and cultures, enables opportunity for students to develop an appreciation of the different cultures of others. There is evidence through cultural celebrations of language, food, and customs that the explicit nature of interculturalism is understood. It is less evident what impact the current practices and activities are having on students' opportunities for deeper learning in relation to the long-term value of intercultural understanding. As yet, the definition of intercultural learning is not yet widely embedded in curriculum plans or the life of the school.

Despite the school rating indicated, the evidence suggests that the school does not exceed the team evaluation stage criteria and should address the recommendation.

## **Commendations**

None at this time.

## **Recommendations**

Domain B Standard 6 - The SLT and faculty create opportunities for deeper learning in relation to intercultural understanding to ensure that it is embedded in the curriculum, in relationships and in the day-to-day life of the school.

## Part 2: Domain B - Standard B7 - Team Evaluation

The working relationship between the Proprietors/ Governors and the Head of School is established to sustain high morale, positive professional relationships, and a conducive climate for teaching, learning, and students' well-being.

### Ratings Rubric

Team Evaluation Criteria B7i. The working relationship between the Head and the Proprietors/ Governors is well defined, articulated in policy, reflected in actual practice and establishes and sustains high morale, positive professional relationships and a climate that is conducive for teaching, learning and student wellbeing. Future Aspirations B7i. Is the working relationship between the Head and Proprietors/ Governors based on a strong sense of partnership, clear understandings about roles and responsibilities, effectively communicated, open and mutually supportive? B7ii. Is the working relationship between the Head and Proprietors/ Governors subject to ongoing reflection of its overall effectiveness in promoting a school culture that sustains high morale, positive professional relationships and a climate that is conducive for teaching, learning and students' wellbeing?

### Self Ratings

Met

### Response

The working relationship between the Head of School and the Board of Directors (Governors) has improved significantly since the appointment of the current Head of School (HoS) in 2017 and a number of changes to the Board. The positive relationship between the Board and the Head is further endorsed by the agreed extension to the Head of School's contract for a further three years in 2019.

They have collectively worked to develop the [Governors Handbook](#) that has helped to formalise the distinction between the governing role of the Board and the operational role of the Head of School and his team.

The Directors play their part with a more regular presence at the school and have

developed stronger relationships with staff, students and their parents, through [visits to classrooms](#) and to School performances and [attendance during fire evacuation drills](#).

The relationship with the Foundation, the School's ultimate proprietor, is strengthened by holding one of the twice yearly TASIS Foundation Board meetings at the School in England. The Foundation Board receives a report from the Head of School and discusses issues of strategic importance. The Chair of the TASIS England Board also sits on the Foundation Board, to facilitate communication between the owner and the School.

The TASIS England Board meets four times a year and at each meeting [the Head of School formally reports on all aspects of the operational running of the school](#). The Board Chair, Vice Chair and the Board member who chairs the Pastoral and Pupil Support Committee meet with the Head regularly. This enables an update to be provided and any important issues to be discussed.

The Board Chairman and Vice Chair are also both available at all times for consultation by the Head of School, as needed, and [there was a change to the format of the Board meeting in November](#), to make time for more active class and boarding house visits and to provide feedback on these visits to the Head of School. This change will be repeated annually, as a key means of promoting increased Board engagement in the operation of the School's Mission and in supporting the culture of learning.

The current positive learning culture noted by students and staff at the school is conducive to the overall well-being of the students, e.g. the outstanding results against standard E1. The Senior Leadership Team opens every team meeting by noting the [commendations awarded to staff and faculty members by parents, their peers and by the Leadership team](#), itself, as a means of sustaining high morale. Roles and responsibilities for governance and leadership are set out in detail and understood by all. The working environment is felt to be collaborative and supportive and staff in support or operational roles are valued as highly as are Faculty staff members, as evidenced by these commendations.

[Whole school staff meetings](#) are held at key times during the year, during which not only are new initiatives and changes announced but the School's mission and values are re-emphasised and celebrated. Members of Staff and Faculty are included in the recruitment

process for senior posts, to help ensure the most appropriate appointments are made and, when an appointment has been confirmed, this is announced to the whole school as soon as practical. In fact, department heads are also included in the recruitment of faculty with direct interviews prior to recruitment fairs or on site.

As described in detail above under standard B5, all members of Faculty are involved in writing and reviewing their Professional Learning Journey and this initiative has been rolled out to Staff from January 2020. Onsite “Well-being” courses have been introduced for staff and faculty along with a Flourishing Plan and Survey to help measure employee satisfaction and a Wellness Centre has been created for students. The Student Voice web page has been developed to articulate school well-being policies and to promote a safer campus.

These initiatives have led to an historically low level of Faculty turnover (8%) year on year.

## **Evaluator Ratings**

Exceeded

## **Evaluator Reason for Rating**

The Governors Handbook clearly defines the roles and responsibilities of the board, the responsibilities of the head of school and the relationship between the board and the head of school. In conversation with representatives of the board, and with the head of school, the working relationship between the head of school and the board has improved significantly since the appointment of the current head of school in 2017. Evidence in conversation is that there is a clear understanding of the respected roles of governing and operational management and this is reflected in practice. In the CIS Community Survey, 88.7% of 106 responding faculty agree or strongly agree that the TASIS England board and the head of school work together in establishing and sustaining a school climate that is conducive for teaching, learning, and students’ well-being.

There is evidence of a climate of positive professional relationships. Conversations with faculty and staff indicate that there is an increasing positive climate in the school since the arrival of the head of school. There have been changes in some practices. Board members have a more regular presence at the school and this has led to stronger relationships with

staff, students and their parents. In the November meeting board members visit classrooms supporting the culture of learning. A system has been introduced where commendations are awarded to staff and faculty members by parents, their peers, and by the leadership team. These commendations are the standing first item on the SLT meetings and are noted in the minutes.

The board conducts an annual written self-evaluation and the head of school evaluates board performance, and the board and head of school relationship. The exercise draws on criteria set out in the Independent Schools Inspectorate (ISI) Handbook to identify excellent governance.

In the CIS Community Survey, 88.7% of 106 responding faculty agree or strongly agree that the board and the head of school work together in establishing and sustaining a school climate that is conducive for teaching, learning, and students' well-being.

The evidence suggests an improved rating from that indicated by the school.

## **Commendations**

Domain B Standard 7 (Major) - The board and head of school for developing a working relationship based on a strong sense of partnership and communication that promotes a positive professional climate.

## **Recommendations**

None at this time.



## Part 2: Domain B - Standard B8 - Team Evaluation

There are clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.

### Ratings Rubric

Team Evaluation Criteria B8i. The Proprietors /Governors have developed, formally approved and implemented a policy manual that is supported by relevant procedures. This includes policy related to the appraisal of the Head and the Board and is systematically reviewed on a regular basis, bringing consistency and clarity to school operations. Future Aspirations B8i. To what extent is policy and associated operational procedures embedded in practice, consistently implemented, effectively communicated, widely understood by faculty, staff, parents and students where applicable and subject to regular and systematic review?

### Self Ratings

Met

### Response

The Board formally approved its fully revised [Governors' Handbook](#) (Policy Manual for Directors/Governors) at the [Board meeting held in November 2019](#). Board members are free to suggest required revisions at any time with a formal review on annual basis - next due November 2020.

The [Head of School's goals](#) are based on the Strategic Plan and, through the Learning Journey appraisal process, cascade down through the Senior Leadership Team to all of the staff and faculty, subject to what is important to each individual for their own growth. This promotes greater consistency of performance and anchors each person's goals to the Mission of the School. The [goals of the Executive Director of Finance and Operations](#) and two of her direct reports, the [IT Manager](#) and the [Assistant Bursar](#), demonstrate this.

Appraisal of the performance of the Head of School is specifically covered in the Governors' Handbook and discussed in the Executive (private) session of the Board. The [Head is](#)

evaluated against his agreed objectives (or goals) on an annual basis and feedback provided each June. In addition the Head provides the Board with a mid-year review of progress towards his goals at each January Board meeting.

The Board undertakes a self-evaluation process for the Board and the Chairman on a regular basis and the next self-evaluation will be completed ahead of the May 2020 Board meeting, where the results and actions will be discussed.

The Governance Risk and Nominations Committee (GRNC) of the Board is responsible for reviewing Board membership and recruiting additional Board members with the suitable skills, experience and commitment to serve. A skills and experience matrix has been prepared which is used in the recruitment process.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

The Governors Handbook clearly defines the roles and responsibilities of the board, the responsibilities of the head of school, and the relationship between the board and the head of school. It also defines the terms of reference of the sub-committees of the board and articulates approved policy. The policy relating to the appraisal of the head and the board is clearly defined and is systematically reviewed on a regular basis. The head of school's goals are based on the strategic plan. The Learning Journey appraisal process is tied to the mission and involves all faculty and staff and promotes greater consistency of performance. The Governors Handbook is reviewed annually.

In the CIS Community Survey 78.4% of 106 responding faculty agree or strongly agree that the school's written policies are applied consistently.

## Commendations

None at this time.

## Recommendations

None at this time.

## Part 2: Domain B - Standard B9 - Team Evaluation

There is a clear roadmap for the storage, access and use of data to enhance learning.

### Ratings Rubric

Team Evaluation Criteria B9i. The technology strategy identifies the school's plan for the storage, use and analysis of data to support students in their learning. The authority for data-driven decision making is disseminated to teachers. Future Aspirations B9i. How is the use of data for operational and teaching purposes to support students' meaningful learning being evaluated and with what success criteria?

### Self Ratings

Met

### Response

The School had a costed IT Strategy for 2018 – 2019 with an aligned budget. However, whilst a useful planning tool, this document was little more than a detailed tech refresh plan. A new IT Manager was recruited and started in November 2019 and he, together with the Executive Director of Finance & Operations/Bursar and with the input of Senior Leadership Team colleagues, has developed a [comprehensive IT Strategy](#) that aligns with the [Strategic Plan](#) and seeks to enhance teaching, learning and all the School's processes. We have obtained further input from, for example, the King Abdullah University of Science and Technology School (KAUST), noted as having an exemplar IT Strategy.

The IT Manager is gaining further input from a group of technology champions within the School, in a process of continuously evolving our thinking and bringing our Strategy to life.

The new IT Strategy is based on 7 fundamental principles. These are:

- The School's IT provision will support growth and the delivery of the School's Mission
- Users of the School's technology will be confident and competent in its use
- The School will gain the benefit of the full range of functionality that its Learning

Management System (LMS) should be delivering

- The School's technology will dissolve the boundaries between School and home, enabling the replication of the classroom experience at home
- The School will support technological innovation to deliver its Mission and has a recognised process for evaluating and implementing new technologies
- The technology we use in the School will work every time and will work seamlessly across the campus
- Our IT systems and networks will be continuously protected from unauthorised access and from being used inappropriately by our users (staff or students)

We recognise the need for our IT physical environment and hardware to be subject to a comprehensive refresh programme and have resolved the connectivity issues that were impeding learning at times during 2018-19. However, the mainstay of our IT Strategy is supporting the School's Mission and educational programmes. Within this is the need for a much improved ability to produce analysis from the data that we collect and store on our students' within the School's Learning Management System (LMS). Currently, student achievement and aptitude data is gathered from course grades and externally-assessed exams are analysed and used by the Heads of Upper, Middle, and Lower Schools to inform curricular decisions and instructional approaches but we know we could do this more systematically and informatively with better technology.

Faculty members are also asking for more data to inform their pedagogy. Examples of where this works well are in Upper School where the Academic Deans of IB and AP, together with the Head of Upper School, have used a five year analysis of the [IB](#) and [AP](#) examination score data to understand where teachers need support and this is being actively used with those teachers and their personal learning journeys.

In the Upper School we use grades to determine placement for the following year. We use AP scores to help teachers determine in what areas they might need to improve their instruction for the following year. PSATs help students make reasonable college and university application decisions. We are also using quarterly and end of year grades to identify either students or teaching staff who may need support. In Lower and Middle School, we are looking to move away from the ERB tests that the School has been using to assess achievement to MAP testing (Measurement of Academic Progress). This is because there is now an insufficient body of students worldwide taking the ERB test for meaningful

comparative analysis and because MAP provides a far more effective tool for differentiation, for assessing what each student knows and what they are ready to learn next, as well as for tracking and projecting proficiency. We believe the MAP testing process is a far better fit with our guiding statements. We plan to introduce MAP testing in the 2020 - 2021 School year.

Additionally, all budget holders receive a [monthly budget statement](#) and use this to manage their own spend.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

In 2020 the IT manager and the executive director of finance and operations with input from the SLT developed an IT Strategy document. This document sets out the strategic intentions of the school IT environment and documents how the school will use technology to deliver the mission. The IT strategy aligns with the strategic plan and identifies the school plan for the storage, use, and analysis of data to support students in their learning

This strategy builds on the previous strategy written in 2018-19 which covered infrastructure, security, and devices. The new IT Strategy Plan recognizes the changing and developing landscape of technology and the intention is to promote innovative technology in the classroom, focused on engagement, growth, and achievement.

## Commendations

None at this time.

## Recommendations

None at this time.

## Part 2: Domain B - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

*B1i. The roles and responsibilities of ownership, governance, leadership and management are clearly defined, formally articulated in approved policy, understood and respected by all members of the school community and reflected in practice.*

- **Review of Board Committee Structure:** The Board Committee structure is working well. It is expected that, during 2021 this is reviewed and streamlined both in terms of the number of committees and their membership, such that the committees can take on a more strategic oversight role, as the governance model matures.

*B2i. The Head's role as the educational leader is unambiguous, supported by clear and widely understood structures and lines of reporting that distinguish between governance and leadership functions and practice at the school is indicative of shared understandings about roles and responsibilities and lines of authority.*

- **Strategic Plan Governance Improvements:** The improvements identified in the School's Strategic Plan need to be completed by the end of 2020-21.

*B3i. Proprietors/ Governors have developed, formally approved and effectively communicated educational plans for the near and long term that ensure school viability, are*

*aligned to the mission and fully support the range of programmes offered by the school.*

- **Next Phase of the Strategic Plan:** The School will complete its 3-year Strategic Plan by the end of 2020-21 and needs to develop its next 3-year plan during the course of the academic year, building in learning from the May 2019 Independent Schools Inspection, postponed IB Diploma visit (originally due in April 2020) and the CIS and NEASC Evaluation visit, as well as from surveys conducted each year.
- **Campus Master Plan:** The School is committed to developing a 10-year Campus Master Plan that will ground the physical campus developments that the School will need to support its longer term planning.

*B8i. The Proprietors /Governors have developed, formally approved and implemented a policy manual that is supported by relevant procedures. This includes policy related to the appraisal of the Head and the Board and is systematically reviewed on a regular basis, bringing consistency and clarity to school operations.*

- **Board Self-Evaluation:** The Board needs to re-establish the annual regularity of the Board self-evaluation process and ensure a learning process from the outcomes.

*B9i. The technology strategy identifies the school's plan for the storage, use and analysis of data to support students in their learning. The authority for data-driven decision making is disseminated to teachers.*

- **Technology Strategy:** The School needs to ensure that its new IT Strategy is embedded and that a fully costed timeline is developed to ensure that it can be delivered and delivery monitored.
- **Academic Dashboard:** Enhance the data that we already store and collect in our Learning Management System with a systematic analysis of academic data for use by the Heads of Sections to inform curricular decisions and instructional approaches.



## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

The self-study report, and evidence gathered on site, shows that TESIS England's approach to the roles and responsibilities of ownership, governance, leadership, and management are clearly defined. They are formally articulated in approved policy and understood and respected by all members of the school community and reflected in practice.

The school's planned actions are appropriate for further strengthening its performance, in which reflective responses to future aspirations for this domain already feature. The upcoming authorizations and inspections will continue to be a priority for the school along with the development of the new three-year strategic plan and ten-year master plan.

## Commendations

Please refer to commendations under individual standards for this domain.

## Recommendations

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain C - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

### Ratings Rubric

There is no Rubric for this response

### Self Ratings

No Rating

### Response

TASIS England has an American curriculum that has been designed to promote the outcomes identified in the School's Mission and Guiding Statements: lifelong learning, international mindedness, and service leadership. A major reorientation of curriculum development began in 2018 with the creation of a Curriculum Leadership Team.

#### Lifelong Learning (Standards C1, C4, C5)

The broad-based curriculum includes a traditional American scope and sequence until the last two years, when students may choose either to follow the International Baccalaureate (IB) Diploma Program or to continue with the American program, possibly enhanced with Advanced Placement (AP) courses. All graduates of TASIS receive a TASIS England High School diploma, and nearly all TASIS England graduates attend four-year universities or colleges after they leave.

The focus of the curriculum is on high-quality learning. This was defined during the 2019-20 school year through brainstorming faculty meetings and further work by faculty committees. This definition of high-quality learning will help to inform and guide future curricular developments as well as to serve as a focus in the Professional Learning Journeys program for faculty:

*High-quality learning is the acquisition of skills and knowledge that results in the individual*

*transformation and growth of each learner. High-quality learning is achieved when:*

- *Learning takes place in a safe, nurturing environment that encourages creativity, curiosity, and independence.*
- *Learning is transferable; skills and conceptual understanding can be applied within multiple contexts.*
- *Learning involves inquiry, critical thinking, feedback, and reflection.*
- *Learners have ownership of the process and are able to articulate what they are learning and why they are learning it.*

The curriculum is meant to be challenging but accessible. Although most subject areas follow the conventional American sequence, some have been added or modified to support the needs of certain groups of students. For example, the Upper School provides [sheltered courses for English Language Learners in English, History, and Science](#); on the other hand, new advanced courses (“beyond AP”) have been offered recently for talented mathematics and physics students. Students are supported in their academic studies by specialists in the Learning Resource Centres, by English as an Additional Language teachers, and by Counsellors in the Pastoral Care department. A range of AP and IB courses are available, and the results of our students’ achievement in these programs has been strong over the years, as can be seen in the Five Year Score Summaries for AP and IB, which show that over [85% of TASIS AP students consistently earn a “3” or higher](#) in their exams and that [nearly 100% of TASIS IB candidates have earned an IB diploma](#) over this time period.

In 2014, the School adopted a [program to increase the students’ use of digital technology](#), which was labelled the 1:World program. According to the TASIS England website: “The 1:World initiative aims to utilise computer technology in developmentally appropriate ways, emphasising the creative multimedia capabilities of the iPad for younger children, the cloud-based, paperless educational potential of Chromebooks for adolescents, and the flexibility of laptops for older teenagers.” Our experience in embedding the use of technology in our curriculum has borne fruit during this Spring’s Covid-19 pandemic lockdown. Although online learning has been a challenge for both students and teachers, the familiarity most have had with using digital platforms safely for communication and creativity has greatly supported our successful transition to online learning and assisted us in adapting and developing our online program quickly and efficiently based on data from students, parents and teachers.

### **International Mindedness (Standard C3)**

The TASIS curriculum has always emphasised languages and humanities subjects, for the original purpose of the School's founder was to cultivate liberally educated young people who would make a constructive contribution to societies across the world. Furthermore, the school has always welcomed students from other countries and has encouraged their participation in our international community of learners. Recently, discussions in faculty meetings and committee groups have led to a definition of Intercultural Learning that corresponds to the school's mission:

*Intercultural learning is the acquisition of knowledge and understanding through an awareness of one's own culture, engagement with other cultures and perspectives, and explorations into local and global issues, all of which enable learners to interact and communicate in appropriate and effective ways in intercultural situations.*

The success of this focus on international-mindedness can be measured by TASIS students' positive responses ("Agree" and "Strongly Agree") to the CIS Community Survey compared to the CIS Aggregate results in questions about curriculum:

- "Local language and culture are used to enhance my learning" (79.2% vs. 68.5%)
- "In my classes, I learn about cultures different to my own" (90.8% vs. 82.6%)
- "In my classes, I'm encouraged to share about my ethnic/cultural heritage" (79.4% vs. 65.1%)

These results are complemented by the TASIS Alumni who responded to their CIS Survey question: "The school prepared me well for interacting with people from different backgrounds and cultures." 100% of the responses were either "Agree" or "Strongly Agree."

### **Service Leadership (Standard C7)**

In all sections of the School, the co-curricular program offers many opportunities for developing leadership skills through participation in sports, activities, clubs, organizations, and service projects. The School's guiding documents reinforce the importance of educating the whole person through physical activity, teamwork, travel, and service. The Upper School's Community Service Program (CSP) began in 1980, and since that time,

TASIS students have contributed many thousands of hours towards the health and well-being of their communities. We believe in the reciprocal nature of service and opportunities for service leadership in school through the prefect program, admissions ambassadors, Student Council, Boarding student representation on the Board Committee for Residential Life, the TASIS Leadership Academy, etc.

Middle School students have a focus on service within the TASIS community. Our students serve their grade level communities through participation on the Student Leadership Committee. Students can also offer service through the Community Service Program, where they sign up to assist teachers in helping the school community. In addition, students serve our community during three specific times of the school year, donating food and personal goods to people in need as well as chocolate eggs to a local hospital's children's ward during the Easter holiday. We are currently the only school who serves the hospital in this manner. Furthermore, every MS student belongs to a House. Each House sponsors a charity annually, and many of the House activities are designed to help raise money for the selected charity, for example, Rags and Tags days, Mayfair, and other initiatives as decided upon by the House.

Students in LS learn how to be kind, respectful, and compassionate. Daily interactions, the Core Virtues program, lessons, whole school assemblies, PSHE lessons, class meetings, etc. are helping to mould the students into caring people who want to make the world a better place. Service in the LS happens in small ways:

- students help new students to learn the ropes;
- 3rd/4th grade students wipe tables after lunch;
- students are assigned to help in the class;
- student leadership programs include digital leaders, language ambassadors, and student council.

### **Curriculum Development (Standards C1, C2, C6)**

At the end of the 2017-18 school year, a Curriculum Leadership Team (CLT) was formed, which included representatives from each school section and was coordinated by the Director of Studies. Using the books by educational consultant Larry Ainsworth (Rigorous Curriculum Design and others) and setting up the Atlas online curriculum platform, the team led the faculty through a number of training sessions that taught the teachers how to:

- Prioritize standards and vertically integrate the curriculum across the grades;
- Unwrap the prioritized standards into skills and concepts;
- Write Enduring Understandings and Essential Questions;
- Develop assessments that specifically target the prioritized standards;
- Create learning activities that include appropriate differentiation;
- Extend the curriculum through:
  - Approaches to Learning (ATL) skills;
  - Cross-curricular Integration;
  - TOK and CAS connections (IB only);
  - Resources;
  - Links to PSHEE and SMSC;
  - Enriching Activities.

The three-year curriculum development plan that was introduced in the 2018-19 school year included the training mentioned above and the setting and monitoring of annual school goals for unit writing in Atlas. In the current school year, teachers were aiming to complete writing all the units for at least one of their courses, or the equivalent. At the end of the 2020-21 school year, the CLT intends to evaluate our overall progress and design a new multi-year program for continued curriculum development. However, this may have to be extended due to the impact of developing our online learning program in response to the UK government mandated school closures in March 2020.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

A three-year curriculum development plan was introduced at TASIS The American School in England (TASIS England) in the 2018-19 school year. The faculty are in the process of developing new curriculum documentation for all courses which is broad, balanced, relevant and in line with the TASIS England mission and philosophy. The curriculum is being reviewed and purposefully rewritten in order to fulfill the aims and objectives of each

subject group offered in each year of the program and taking into consideration current educational trends. The reorientation of the curriculum is based on Larry Ainsworth's work on curriculum design and common core alignment. Curriculum units will be structured in accordance with the Understanding by Design approach and are to be published on Atlas. A scheduling system allows for learners to join courses irrespective of their age and excel in a specialized field of interest.

The curriculum leadership team (CLT) and division heads systematically and regularly participate in collaborative meetings with the academic faculty and staff in order to ensure program consistency across all school divisions. All teachers spoke with passion about the positive impacts of this development and cited examples of bringing the sections closer together, thus becoming cognizant of other areas of the school. It was evident that there is a clear designation of responsibility between members of the CLT for leading and implementing the newly developed curriculum. Vertical alignment of the standards is carried out by academic staff and subject coordinators which allows for the curriculum to be evaluated and revised for the upcoming school year. The school has not yet fully examined opportunities for community enrichment in its application of intercultural learning.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain C - Standard C1 - Team Evaluation

The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression, and is guided by the mission of the school and the needs of the enrolled students.

### Ratings Rubric

Team Evaluation Criteria C1i. There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation and review.

Future Aspirations: C1i. How is the curriculum being re-defined and articulated in the light of students' changing needs and circumstances?

### Self Ratings

Met

### Response

TASIS has a defined curriculum as to what students need to learn, how we will teach them, and how we will know they have learned it. The curriculum supports the newly-developed definition of high-quality learning:

*High-quality learning is the acquisition of skills and knowledge that results in the individual transformation and growth of each learner. High-quality learning is achieved when:*

- *Learning takes place in a safe, nurturing environment that encourages creativity, curiosity, and independence.*
- *Learning is transferable; skills and conceptual understanding can be applied within multiple contexts.*
- *Learning involves inquiry, critical thinking, feedback, and reflection.*
- *Learners have ownership of the process and are able to articulate what they are learning and why they are learning it.*

The Curriculum Leadership Team (CLT) includes the [Lower School Curriculum Coordinator](#), the Middle School Curriculum Coordinator, and representatives from the Upper School,



including the AP and IB Coordinators. Members of the Curriculum Leadership Team are responsible for overseeing unit planning, alignment with standards, development of common assessments, and reviewing academic programs, texts, and resources. In 2018, the Curriculum Leaders studied the curriculum planning model outlined by Larry Ainsworth and used elements of Understanding by Design (UBD) to create a template and process for curriculum design. In addition, the Curriculum Leaders also attended the Atlas European Curriculum Summit in October of 2018 to learn about effective curriculum practices and resources available to schools using Atlas, the platform we have chosen to facilitate our planning.

Members of the Curriculum Leadership Team work together to ensure consistency in the approach to curriculum and vertical alignment across the school. CLT members have established clear timelines for teachers, provided professional development, and met with collaborative teams and individual teachers to support curriculum writing. Curriculum Leaders guide teachers through the curriculum development and implementation process, providing feedback on unit plans and targets for each phase of the writing process. Different timelines and goals are in place for returning and new faculty members.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

In its response to this standard, TASIS England faculty have provided a comprehensive overview of the current process of curriculum planning, articulation, and implementation. Evidence of clear curriculum documentation confirmed adherence to the learning objectives of the school and the fact that the opportunities provided are guided by the needs of the enrolled students. In 2018, the curriculum leaders studied the curriculum planning model outlined by Larry Ainsworth and used elements of Understanding by Design (UBD) to create a template and process for curriculum design.

A definition of high-quality learning has been developed and underpins the curriculum development plan. It creates a meaningful link with the TASIS Mission statement. This engaging definition has increased whole-school understanding as to how high-quality

learning should be supported in the school's context and is a reference point for prioritizing the standards.

It was evident that there is a clear designation of responsibility between members of the curriculum leadership team (CLT) for leading and implementing the newly developing curriculum. In conversation they confirmed that vertical alignment and consistency across the school forms part of weekly meetings.

Documentation of the new curriculum is being uploaded on Atlas and thus accessible for all staff. Feedback from the CIS Community Survey indicates that 92.1% of the 520 responding students agree or strongly agree that they find their learning interesting.

The TASIS England Strategic Plan also reflects the focus on school-wide academic excellence and strengthening the programs' coherent interrelationships at all levels.

## **Commendations**

Domain C Standard 1 - The senior leadership team and curriculum leaders for their dedication to the planning and implementation of a new curriculum which will ensure consistency and continuity for student learning at the school.

## **Recommendations**

Domain C Standard 1 - The senior leadership team and curriculum coordinators continue the current work to ensure that a written curriculum is in place, documented, and implemented throughout the school.

## Part 2: Domain C - Standard C2 - Team Evaluation

The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.

### Ratings Rubric

Team Evaluation Criteria C2i. The school has articulated the curriculum fully, and sees the need to constantly reevaluate this articulation. Future Aspirations C2i. How does the articulation of the curriculum inform teaching and learning? C2ii. How is the curriculum articulation being constantly evaluated?

### Self Ratings

Not Met/Partially Met

### Response

We are currently in a transition phase between our previous curriculum and our new one ([aligned with AERO Standards, including Common Core Math/ELA and NGSS for Science](#)). [The new three-year curriculum redesign project began in the 2018-19 school year](#) and is being documented in Atlas. In Fall 2018 [we prioritized standards for each subject and then checked for vertical alignment \(PK to 12th grade\)](#). We now have documented our vertically aligned standards which have defined the skills and concepts for each grade and subject.

This has allowed us to begin to refine and better align other areas of curriculum (i.e., teaching practices, programs and resources, and assessments) as we write unit plans in Atlas.

Throughout 2019, all teachers were instructed in the use of the [Atlas online platform](#) and in how to develop curriculum by:

- unwrapping standards into skills, concepts, enduring understandings, and essential questions;
- [creating assessments that target the standards](#);

- including instances of differentiation in the explanation of learning activities;
- providing examples of TOK and CAS connections and introducing ATLs, Cross-Curricular Integration, Enriching activities, and links to PSHEE/SMSC.

The [professional development related to curriculum has continued in the 2019-20 school year](#). The curriculum redesign has aligned the whole school professional development focus. In addition to in-house PD and coaching, we have also been able to offer [paid collaborative working days, guided by CLT members, for teachers to develop their unit plans](#). These work days allow for uninterrupted time for focused collaborative planning. The combination of all these professional development opportunities has allowed our teachers to grow in their attainment of the [TASIS England Teacher Professional Standards](#). Teachers are also asked to reflect upon their curriculum writing progress and how it is impacting student learning in their Professional Learning Journeys document, which is part of our teacher evaluation program.

[The timeline shared by the CLT at an all-school meeting outlined the overall plan for curriculum redesign](#). The project was intended to be a three-year process, although some adjustments to this timing have had to be made. Year one was the prioritizing of standards, vertical alignment, and creation of one model unit plan in Atlas. In years two and three, the plan was for teachers to continue unit writing and to complete all of their courses. The original timeline also includes plans to begin a curriculum and data review process after year three.

### **Lower School**

The Lower School has approached the curriculum writing process by focusing on one core subject at a time. The teachers began by writing science and social studies units. The following year will focus on ELA (reading, writing, phonics, grammar, etc.), with math as the final subject in year 3. Special area classes (art, music, PE, foreign language) are also working toward documenting their unit plans in Atlas. They are working on one grade level at a time.

### **Middle and Upper Schools**

The Middle and Upper Schools have approached the curriculum writing process by focusing on one course at a time. In the second year, they worked on completing either all the units

from one of their courses or 50% of the units in two or more of their courses. In the third year, the majority of courses will be completed in Atlas Rubicon. The curriculum is seen as a dynamic presentation of our academic program that will be reviewed and enhanced every year.

## Evaluator Ratings

Not Met/Partially Met

## Evaluator Reason for Rating

As indicated in the self-study and evidenced from curriculum documentation on Atlas, the vertical and horizontal articulation of the new whole-school curriculum is still in transition in terms of the hoped for achievements. Conversations with the CLT members confirmed that, despite the enforced online learning and development of a hybrid learning model, teachers were still totally engaged in the continuing construction of unit plans and whole-school articulation. Teachers and leaders spoke enthusiastically about the new curriculum but confirmed that a certain amount of development has been delayed.

In discussions with the lower school curriculum coordinator and the Domain C self-study group, it was confirmed that the newly developing TASIS England curriculum is based on the American Education Reaches Out (AERO) standards and is in alignment with that of the middle and upper school. The completed unit planning for social studies and science was evidenced on Atlas. New integrated unit plans for reading, language, arts, and math have not yet been written, but the scope and sequence documents which are now in use were viewed in their current location on the school's Google Drive.

It was evident from the conversations with the middle and upper school curriculum coordinators and representative staff, that the new curriculum development is still a work in progress. The CLT members understand the need to fully articulate the curriculum. Evidence of the developing scope and sequence for the vertical and horizontal articulation of standards was generated on Atlas. Conversations with designated staff demonstrated that approaches to learning and teaching skills are driven by subject content and summative assessments to a large extent. CLT is aware of the need to develop an Approaches To Learning (ATL) continuum to be integrated into the curriculum. Quarterly

course curriculum descriptions are written by each department to evaluate the units of curriculum that have been taught.

## **Commendations**

None at this time.

## **Recommendations**

Domain C Standard 2 - The curriculum leadership team, in continuing the development of unit plans, seek to ensure the integration of transdisciplinary learning to impact on student outcomes.

## Part 2: Domain C - Standard C3 - Team Evaluation

The curriculum promotes the development of global citizenship and intercultural learning.

### Ratings Rubric

Team Evaluation Criteria C3i. Curriculum documents provide for the integration of global citizenship in the students' learning. This is evidenced in students' outcomes.

### Self Ratings

Met

### Response

Global citizenship is explicitly referred to in our school mission statement. TASIS has worked to define intercultural learning and what it specifically means within an international school setting. "Intercultural Learning is the acquisition of knowledge and understanding through an awareness of one's own culture, engagement with other cultures and perspectives, and explorations into local and global issues, all of which enable learners to interact and communicate in appropriate and effective ways in intercultural situations." This is documented throughout our written, taught, and assessed curriculum.

#### Lower School

In the Lower School, global citizenship is perhaps most prevalent in our [social studies units](#). Students study a variety of places, cultures, and historical periods from around the world. Newly revised units include local and current connections, and teachers are purposefully including opportunities for students to take part in serving others. In [English Language Arts \(ELA\) lessons](#), students explore, read and write within a wide variety of genres including stories from around the world and nonfiction texts about other cultures. Our Personal, Social, Health, Economic Education (PSHEE) curriculum addresses topics such as student identity, their place in the world, and how they can interact respectfully with people who believe differently from themselves.

#### Middle and Upper Schools

In the Middle and Upper Schools, where international-mindedness is understood to be a

way of seeing and thinking about the world, intercultural learning has also been integrated into subject courses and is evident in the course content, learning activities, and student work across a variety of classes. For example, in a Psychology class, students are examining the impact of globalization, acculturative stress, and culture-bound mental illnesses.

Student reflections on units, IB Learner Portfolios, and student assessments show a wide variety of topics and perspectives that reflect intercultural learning at TASIS.

## Evaluator Ratings

Not Met/Partially Met

## Evaluator Reason for Rating

The TASIS England Mission specifically states that "learners will flourish as part of a global community" and as an outcome "will develop International Mindedness". A definition of intercultural learning has been developed. Curriculum coordinators defined international mindedness as being the product of intercultural learning. Discussions with teachers showed that an awareness and understanding of what intercultural learning should look like in the school was growing but was not yet fully established.

In the lower school evidence indicates a focus on some aspects of international contexts being used for learning and teachers cited a move away from traditional American culture as a basis for core learning. References to activities which promote international mindedness were cited and some examples were seen as to how "the integration of global citizenship in the students' learning is evidenced in student outcomes." Teachers confirmed that ways of embedding this in the curriculum were still at an early stage. A transdisciplinary approach to unit planning might be helpful to the integration of more authentic intercultural learning.

Discussions with teachers in the middle and upper schools indicated that intercultural learning is happening but to a limited extent. Teachers were only able to provide few examples of how they promote intercultural understanding within their lessons, such as some instances in foreign languages or science. A copy of the new history curriculum planning document was provided which, together with the priority standard reflection, indicated that some intercultural learning is happening. Evidence provided by the middle



school coordinator and the humanities subject coordinator, and discussions with the faculty, explained the development of the history unit plans which are now based on three categories: the Greater World, European History, and American History. These units were influenced and supported by the AERO History standards. However, the concept of global citizenship in its wider meaning does not seem to be fully understood and established at the moment.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the criteria for the team evaluation stage and should address the recommendation.

## **Commendations**

None at this time.

## **Recommendations**

Domain C Standard 3 (Major) - The senior leadership team provide a framework to meaningfully integrate the TASIS England definition of intercultural learning into the curriculum process to promote authentic global citizenship.

## Part 2: Domain C - Standard C4 - Team Evaluation

The curriculum promotes the development of digital citizenship.

### Ratings Rubric

Team Evaluation Criteria C4i. The school has defined digital citizenship and has shared its expectations with the students in an age-appropriate form, which informs the nature of their learning. Future Aspirations C4i. How well are the students' capabilities in digital citizenship used to transform their learning?

### Self Ratings

Met

### Response

Digital citizenship is addressed in each school section's [E-Safety and Acceptable Use Policies](#). Parents and students read and sign these policies at the start of each school year. There are also sectional E-Safety Coordinators who liaise with other sections of the school and organize lessons, oversee the appropriate use of technology, and share weekly videos about online safety through Advisory. The E-Safety Coordinators also keep teachers updated on media safety issues in the TASIS Telegraph. This helps teachers to more effectively integrate digital citizenship into their course and curriculum planning. Unit plans show lessons on research skills that address the evaluation of digital sources and effective internet research practices. Outside of their academic courses, students also take [Personal, Social, Health, and Economic Education \(PSHEE\) classes](#) addressing online safety. Links to PSHEE are also made in unit planners for academic courses to ensure that students are able to transfer their learning about digital safety and citizenship across classes and grade levels. The 1:World program to give students access to iPads, Chromebooks, and laptops was introduced five years ago and has provided a basis for educating students on the effective and safe use of digital technology.

#### Lower School

In the Lower School, there is a voluntary group of 4th graders called ["Digital Leaders" who meet regularly to learn about issues related to digital citizenship and to teach their peers](#)

[about these issues](#). Students in grades K-4 are given specific lessons on how to be safe online, and, starting in 2nd grade, students begin to learn about copyright and responsible, age-appropriate citing. When we develop our new school-wide academic honesty policy in 2020-21, we will begin addressing copyright and age-appropriate citing starting in Kindergarten.

### **Middle and Upper Schools**

Lessons or sessions with the Middle and Upper School Librarians also address how to use library databases and how to approach the research process for large assignments such as the IB Extended Essay. [SIFT \(Stop, Investigate, Find the original source, look for Trusted sources\) is a research strategy](#) that students regularly use to determine whether a source is reliable. Other library lessons focus on the use of library databases and how to stay safe online.

## **Evaluator Ratings**

Not Met/Partially Met

## **Evaluator Reason for Rating**

TASIS England does not yet have a published definition of digital citizenship, but there are several initiatives in place which develop the e-safety component in an age-appropriate way. It was evident that the school takes seriously its responsibility to raise awareness. A definition will help to complement a range of versatile skills by adding a further dimension of responsible and considerate use. The recent enforced campus closure and move to virtual learning raises the urgency of this issue and its importance given acceptable use and child protection considerations.

Rapid developments in both teacher and student technology skills caused by the enforced virtual learning earlier this year are viewed as a very positive outcome by teachers and leaders in the lower school. Classroom visits confirmed the extent to which students are at ease with technology as part of their everyday learning. However, it was also remarked that basic traditional technology skills such as rapid typing and publishing skills are lacking. The integration of an age-appropriate skills based component into curriculum development might address this issue.

Conversations with the CLT members and representative teachers in the middle and upper schools indicated that a program called 1:World initiative was introduced in 2014-15. As a result of that the upper school students were required to bring their own laptops and the middle school students were given Chromebooks. Teachers indicated that integration of IT skills into the academic curriculum deepened as a result of this initiative. The middle school and upper school coordinators explained the role of the librarian in developing the research skills and the use of Stop Investigate Find Trace (SIFT) as a research strategy. Lesson observations and meetings indicated that the use of educational applications such as Google Classroom, Padlet, and others are embedded into classroom practices, and teachers strongly encourage their students to use virtual classrooms and libraries to sharpen their digital skills. Conversations with teachers confirmed that they are given the appropriate IT support and understand how to implement the skills effectively into the curriculum especially in the context of the hybrid learning model.

In conjunction with the new curriculum development initiative embarked upon by TASIS England in 2018-19, teachers are to be trained to embed Approaches to Learning Skills (ATLs) as well as technology skills. Based on current documented curriculum on Atlas, IT skills are not included at the moment. Conversations with designated staff confirmed that the goal is to embed IT skills into their academic classes once they move ahead into the next phase of curriculum development, during which the ATLs will be included in unit plans as well.

Despite the school rating indicated, the evidence suggests that the school does not meet the team evaluation stage criteria and should address the recommendation.

## **Commendations**

None at this time.

## **Recommendations**

Domain C Standard 4 - The senior leadership team develop an agreed definition of digital citizenship which supports the acquisition of age-appropriate skills already embedded in student learning.

## Part 2: Domain C - Standard C5 - Team Evaluation

The curriculum offers challenge, supports the students' academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development.

### Ratings Rubric

Team Evaluation Criteria C5i. Curriculum implementation provides evidence of the students being able to shape, personalise and participate in their learning and have an awareness of their own learning styles. Future Aspirations C5i. How is the curriculum planned with reference to the personalised learning needs of every student?

### Self Ratings

Met

### Response

Throughout the year, students are offered a variety of choices when completing assignments and assessments. Support is provided for students who need it while also giving an additional challenge for students. Students take part in [goal setting activities](#) several times throughout the year, reflecting on their progress and working with the teacher to decide their own next steps. The newly revised curriculum asks teachers to [write plans for differentiation into every unit](#). The differentiation reflects plans for supporting struggling students and also extending students who are ready. The Learning Resource and EAL programs support students within the classroom and in extra pull-out sessions.

### Lower School

Differentiation has been one of the areas of focus in Lower School [in-house professional development](#) in recent years. Teachers implement differentiation in a variety of ways including flexible grouping, use of centers/stations, and considering [variations and choice in content](#), product, and process. Lessons and assessments often provide options for the specific content studied (i.e. which animal to research, what aspect of Roman life to write about) and/or the method of showing learning (i.e. presentation, use of technology, written report, creative project). Students are empowered to choose tools (e.g., [graphic organizers](#),

ear defenders/headphones, manipulatives), [learning spaces \(e.g., at a table, on the floor, in a bean bag\)](#), and learning conditions (e.g., group work, individual, quiet, music, etc.) that best fit their learning style while also being challenged to try new ways of doing things. Personal, Social, Health, and Economic Education (PSHEE) lessons, Positive Discipline lessons (especially in the start of the year), and discussions in class meetings all promote students' understanding of their individual learning styles.

### **Middle and Upper Schools**

In the Middle School, students are given a [survey in order to identify their intelligences, learning style\(s\), and personality](#). Upper School students shape, personalize, and participate in their learning through their [course registration process](#), which includes all students meeting with a course registration advisor annually to create or review their four-year plan. Through these surveys and discussions, Middle and Upper School students have the opportunity to take ownership of their own learning journeys and to [develop an awareness of potential pathways to success](#). In both sections, students are assessed in a variety of ways, which allows the students to identify their academic strengths and challenges.

Students' individual levels and backgrounds are taken into consideration when building a course schedule. A bespoke timetable is created for each student to reflect the choices and pathways that make up their learning journey. Multi-grade classes are available in subjects such as Math, Science, and Foreign Language to provide opportunities for students to achieve success at the level that is most appropriate for their skills and background.

## **Evaluator Ratings**

Met

### **Evaluator Reason for Rating**

The emphasis on pathways and the need to provide opportunities for engagement, success, and flourishing in line with the TASIS England mission demonstrates that an awareness of personal learning needs is an expectation of the way teachers deliver the curriculum. The curriculum review which is being undertaken will strengthen this aspect of teaching through greater understanding of structures and approaches.

Planning documents in lower school evidenced some degree of differentiation. Teachers

cited examples of how the Atlas unit planners will be instrumental in supporting this. The recent in-house professional development and establishment of teacher Learning Journeys has encouraged reflection on how to foster the development of skills, attributes, and abilities.

During the virtual visit, students in the lower school were observed working in somewhat confined and restricted conditions due to the COVID-19 safety regulations. However, it was obvious students had been given choices to use different ways of developing their skills and understanding concepts. Opportunities are given to students to develop an awareness of their learning styles thorough a variety of assessment tasks such as portfolios, presentations, and reflections. Seesaw has been recently introduced and teachers report success with students increasingly taking control of their learning through regular use of their digital portfolio to showcase, share, and reflect on their learning.

TASIS England offers middle and upper school students a broad and varied curriculum which takes into account students' needs and interests and that is complemented by a rich extra/co-curricular offering. Discussions with the teaching staff and students indicated that the middle and upper school students have the opportunity to understand their own learning styles and hence decide on the learning journey that they would like to undertake to succeed. During the admissions process, the learning resource specialists are also included when evaluating applicants with physical, social, or emotional needs. In addition, the school uses an online system called CPOMs for teachers to record concerns about students, and these are acted on by the designated safeguarding lead and the deputies. The director of pastoral care surveys students periodically in the context of a Flourishing Program, which is based on positive psychology.

Students in the upper school have a full range of courses to choose from depending on their interests and can determine their own learning pathway. They meet annually with the course registration adviser to create and update their four-year plan. Students also take placement tests to decide on their levels and which classes are most appropriate for them. Math and foreign languages, for example, are ability-based classes rather than traditional grade level placements. In addition, students, for instance, take an IB Certificate in a course that interests them, even if they are on the AP track to give them greater breadth and variety. English as an additional language (EAL) and learning resource center (LRC)

programs help to support the learning of all students. In the upper school, there are EAL courses along with international section courses in English, history, and biology so that these students are given the best opportunity for academic success. Differentiation was evident in some unit plans but not all.

## **Commendations**

None at this time

## **Recommendations**

Domain C Standard 5 (Major) - The curriculum coordinators ensure appropriate documentation of the various ways the curriculum is differentiated to support student learning needs.



## Part 2: Domain C - Standard C6 - Team Evaluation

The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.

### Ratings Rubric

Team Evaluation Criteria C6i. The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques. Future Aspirations C6i. How well is curriculum review informed by contemporary research and through networking with leading international practices? How is the curriculum review process helping to shape the curriculum needed by today's students?

### Self Ratings

Not Met/Partially Met

### Response

A systematic review of our curriculum is planned to start in 2020-21, which will be the third year of our current Curriculum Development Plan. Nevertheless, recent curricular and programmatic decisions have been based on student assessment results and student outcomes. While the school encourages pilot curriculum innovations, the results of these innovations have been mixed. However, the implementation of the 1:World technology program several years ago has helped students and teachers in all grades to transition to the online distance learning program that the school was forced to adopt in March 2020. Students are now using the iPads, Chromebooks, and laptops at home that they previously used in the classrooms. Because the teachers were already familiar with the use of technology, training on the use of Google Meet, Monosnap, Loom, and other technology tools was effective even though the time available was short.

In the Lower School, our [Educational Records Bureau \(ERB\) test scores](#) over [the last three years](#) have shown lower scores in grammar and phonics understanding for third and fourth graders. This has caused us to reemphasize the use of our phonics program in all grades and to purchase a systematic grammar resource for all grades. We have various data points

that will help us determine the success of these changes over the next two years, such as our whole-school writing assessment, external standardized tests, and our phonics progress monitoring trackers. We are working to create a systemic way to monitor curriculum and program success, especially as we pilot a new math program in some grades in the 2020-21 school year. In the 2020-21 school year, the Lower and Middle Schools are also planning to start using the Measurement of Academic Progress (MAP) test program from the Northwest Evaluation Association (NWEA) instead of the ERB so that better data on student achievement and progress can be gathered and used to determine future curricular developments.

The [Upper School has recently introduced new mathematics and physics courses for advanced students](#) in the effort to provide the best learning pathways for all. Two new pilot curriculum programs were implemented this year in the Middle School. [Amplify Science](#) is an online, inquiry-based program where students observe different phenomena and then make conclusions after asking various questions. [History Alive is an online textbook](#) that provides a variety of topics and resources for students to explore the subject. Google Apps and SMART Boards encourage both students and teachers to work more closely in order to achieve the best 21st century educational experience, and new handbooks for the [Learning Resource Centre](#) and the [English as an Additional Language](#) program help to articulate the ways that students are supported in their studies.

## Evaluator Ratings

Not Met/Partially Met

## Evaluator Reason for Rating

As the complete TASIS England curriculum is currently still in the closing stages of a three-year developmental phase, the planned systematic review will not be undertaken until a later date. However, as a result of the whole-school curriculum development, it was evident that there has been a change made to the curriculum to make it more relevant and engaging, and appropriately challenging for the students.

Teachers in lower school cited many examples of changes made to the curriculum, not least an attempt to integrate intercultural learning into the units. As a result of curriculum

analysis and based on parental feedback there have been changes made to the resources used in lower school for the teaching of language skills and maths concepts. The anticipated move from Educational Records Bureau (ERB) to Measures of Academic Progress (MAP) testing is on hold at the moment.

In middle and upper school, conversations with the CLT and designated staff indicated that the curriculum is still not completely documented on Atlas and work on this has been on hold at the moment in order to concentrate on the development of a hybrid learning model. During the curriculum meeting, a history curriculum review was mentioned with a view to cover not only the American and European content, but to also diversify the curriculum and make it include world history. The DP curriculum evaluation visit had to be postponed until December 2020. Innovations in curriculum are happening while taking into consideration student needs and interests as such "beyond AP" courses that are being offered. The "beyond AP" include two courses which are "Linear Algebra and Multivariable Calculus" and "Research in Physics"; these courses are offered for students who finished their AP calculus and AP Physics courses and would like to be further challenged.

## **Commendations**

None at this time.

## **Recommendations**

Domain C Standard 6 - The senior leadership team and curriculum coordinators ensure that a written curriculum is in place, documented, and implemented throughout the school.

## Part 2: Domain C - Standard C7 - Team Evaluation

The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's Guiding Statements.

### Ratings Rubric

Team Evaluation Criteria C7i. Curricular and co-curricular design, teaching and resources ensure all students' needs are met, all are included and all students are challenged. Future Aspirations C7i. How well are curricular and co-curricular programmes matched to students' changing needs, circumstances and aspirations?

### Self Ratings

Met

### Response

Just as our academic curriculum has been designed to be balanced, rich, challenging, and yet accessible to all students, so the co-curricular program has been designed to enhance all students' physical, social, emotional, and intellectual abilities while promoting personal development and growth.

#### Lower School

The Lower School's co-curricular programs offer a variety of options for students after school including art, drama, music, dance, sports, makerspace and science clubs. 4th grade students also have in-school options like Student Council and Digital Leaders.

#### Middle and Upper Schools

Students have choice in what electives and language they take in the Middle School. There are a variety of after school clubs and sports provided for students including basketball, football, volleyball, art club, etc. The United Kingdom Math Tournament (UKMT) is an opportunity to challenge students in Math. There are two major theatrical productions every year in both the Middle and Upper Schools, student art exhibitions are celebrated in the Fleming Gallery and throughout the school, and musical concerts are performed each semester. Upper School students are required to participate in both the after-school sports

[and activities program](#) and the [Community Service Program \(or Creativity-Action-Service for IB students\)](#). In these and in the dozens of other [clubs and organizations](#), including Model UN, the Duke of Edinburgh Scheme, the Literary Magazine, Student Council, etc., the students have a wide range of co-curricular educational options.

[Travel has always been a significant aspect of the “TASIS experience.”](#) In addition to various educational class trips to London and elsewhere in the UK, excursions to Europe are part of the overall program. Middle School students have the opportunity to travel to Greece, Spain, France, or a local England overnight trip in the Spring, and Upper School students typically have several options during Academic Travel Week in October, such as trips to Andalusia, Crete, Croatia, Greece, Italy, Portugal, and Vienna.

As a member of the [Independent Schools Association \(ISA\)](#), TASIS takes advantage of [sporting opportunities for our teams to play against local UK independent schools](#) in bespoke sports such as fencing, sailing, cross-fit and indoor skiing where students get the opportunity to represent TASIS in their chosen sport. They also provide our younger Lower School students with opportunities to participate in sport and activity festivals. For many years, TASIS England was a member of the International Schools Sports Tournaments (ISST) organization and participated fully in the international tournaments that were sponsored by the group, but the requirements of the UK’s recent student safeguarding laws have made it impossible for the school to maintain its membership. Consequently, TASIS England played a leadership role in the creation of a new international schools’ sports organization that both conforms to UK law and is in alignment with our mission. Called the [International Schools Athletic Association \(ISAA\)](#), the organization provides our students with the opportunity to enjoy healthy competition by facilitating high quality sports tournaments with an emphasis on fair play, sportsmanship and sporting integrity. The ISAA conducted its first international tournaments in the 2019-20 school year with [TASIS England hosting the major sporting tournaments of boys and Girls Varsity Football in November 2019](#). We were also scheduled to host the ISAA Baseball and Softball Tournaments in May 2020 but these have been cancelled due to the COVID-19 Coronavirus pandemic.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

The school curriculum is complemented by the offer of a variety of weekly, annual, or occasional one-off co-curricular activities to support the school mission to equip students with social, international, and multicultural awareness. Conversations with students highlighted the important role co-curricular opportunities play in their learning journey. In the parental committee meeting, many examples were cited of the positive impact school trips and extracurricular activities have added to their child's development.

Students from kindergarten through to grade 3 have the choice of different co-curricular programs each trimester. On four days of the week they can participate in outdoor sporting activities or activity clubs. Grade 4 students also have the option of additional Yearbook and Changemaker clubs. These clubs are offered by a combination of both faculty and external providers.

The goal of the after school activities is clearly stated on information provided to parents and on the school website.

Students in the middle and upper schools have a variety of co-curricular and sporting activities to choose from for leisure interest and also competitively. TASIS England was for a long time part of the International School Sports Tournaments (ISST) organization, and has been instrumental in creating a new body, the International Schools Athletic Association (ISAA) meeting all statutory safeguarding requirements, that enables them to participate in inter-school tournaments at local and international level. Students also have the opportunity to propose clubs to faculty advisers and are then assisted in setting them up. The example of a politics club coming out of a student initiative was mentioned.

While academic results and survey data can be quantified, it is not clear how the impact of such learning opportunities on the social and emotional development of students can be measured, though it is related to the principles of the TASIS England mission.

## Commendations

Domain C Standard 7 - The director of sports and activities for his leadership in the creation

of ISSA so that students can continue to participate in sporting activities in respect of the requirements of child safeguarding

## **Recommendations**

None at this time.

## Part 2: Domain C - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

*C1i. There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation and review.*

*C3i. Curriculum documents provide for the integration of global citizenship in the students' learning. This is evidenced in students' outcomes.*

- **Curriculum Development Cycle:** Complete the current three-year curriculum development plan in the 2020-21 school year and initiate a curriculum review process to take the school's curriculum forward.
- **Curriculum Development, High-Quality Learning, and Intercultural Learning Integration:** Explore how to deepen the connection between the Curriculum Development Project and the Professional Learning Journeys Program, especially through widespread use of the definitions of High-Quality Learning and Intercultural Learning, to improve teaching and learning in the classroom.

*C4i. The school has defined digital citizenship and has shared its expectations with the students in an age-appropriate form, which informs the nature of their learning.*

- **Develop a whole school Academic Honesty Policy.**



*C5i. Curriculum implementation provides evidence of the students being able to shape, personalise and participate in their learning and have an awareness of their own learning styles.*

- **Develop a whole school Assessment Policy**, with the goal of emphasizing assessment for learning.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

The planned actions in this domain are realistic and appropriate and are aligned with the TASIS England mission statement. Based on the documentation provided, it is evident that the school has been slowed down in its progress on the curriculum development plan whilst accommodating practices for the online learning and the hybrid learning model which were necessitated by the effects of COVID-19. Designated staff reported the success of the hybrid learning model and their willingness to incorporate it into the curriculum and learning and teaching in the school in the future.

Through the development of a whole-school academic honesty policy as well as a whole-school assessment policy, TASIS England will be able to better align its educational standards and practices in a more coherent way. Some of these planned actions are still in the early stages in terms of documentation and implementation due to the current circumstances. It is essential now for the school to move forward on prioritizing ways of putting the plans into practice. These proposed steps for further progress must also be incorporated in the new strategic plan which will be developed in 2021, along with a review of the new curriculum when complete.

In order to meet all the criteria in this standard, it will be useful for TASIS England to consider a whole-school definition for digital citizenship. This definition and its expectations, to be shared with the students in an age-appropriate form, will further contribute to the quality of their learning.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain D - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

The goal of the TASIS community is to nurture intellectual curiosity and embolden learners to flourish as principled, open minded, and compassionate members of a global community, all of which is strengthened by the teaching that exists day to day. Across the school, teachers employ numerous strategies to enhance the quality of learning within the classroom. These varied opportunities allow students to access the content at multiple levels, and thus develop into lifelong learners. Teaching strategies are in place across the school to allow for student voice, reflection, and collaboration, allowing students to develop ownership of their learning. Through the recent implementation of the [standards-driven Curriculum Development Project](#), teaching staff have been challenged to reflect on their practices and strengthen learning opportunities to connect with every TASIS student. Through the [school's commitment to intercultural learning](#), students strengthen their own individual cultural identity, but also flourish with multiple opportunities to [embrace global perspectives](#) and challenge accepted ideas. This is enhanced by the nature of the diverse school body, including students, faculty and staff. [Learning at TASIS is not confined to the classroom space](#), but also exists outside of the classroom, through connections with the local and global community, providing unique opportunities to further encourage open-mindedness.

TASIS is a vibrant, inclusive and diverse community with more than 56 nationalities represented. All students at TASIS receive support or extension necessary in order to fulfil

their potential. Student voice and ownership of learning journeys is celebrated through [goal-setting and reflection](#) according to individual student needs, through student-teacher collaboration and the support of the [EAL department](#), the [Learning Support teachers](#) and the Counseling team where necessary. Multiple pathways, differentiation, individualised learning and teaching strategies enable students to access learning according to their needs. In addition, a robust [Professional Development program](#) emboldens all faculty members of the learning community to view themselves as lifelong learners, with an emphasis on student needs. TESIS recognises and [celebrates all members of its diverse international community](#), providing academic support and pastoral care, in addition to drawing upon the [cultural and linguistic strengths of the students](#) to help them flourish both socio-emotionally and academically. In recent years TESIS has implemented rigorous school-wide systems to address the needs of these students, as laid out in the EAL and Learning Support Handbooks. Consequently, TESIS is able to identify and support students in need of learning support, extension or with additional language needs. The transmission of communication regarding the achievement and specific needs of students is systematic across grade levels and between the different school sections, ensuring that teachers are provided with detailed, reflective and practical information to allow them to meet the needs of their students appropriately. [English Language Learners enrolled in the EAL programs](#) are assessed initially and periodically to reflect their continual progress and manage their pathways accordingly. Students with learning and language needs are tracked accordingly and documents containing relevant assessment information, accommodations and suggested strategies for these students are shared with teachers to inform planning, teaching and assessment to ensure student success. TESIS does not have a Gifted and Talented program as the TESIS Mission is to ‘embolden each learner’, striving to support all students to achieve their full potential through purposeful [differentiation and extension activities](#) through the varied opportunities and different pathways available to them at TESIS. Extension for more able students is an area that TESIS looks to further develop school-wide in order to challenge and embolden each student accordingly.

The [TESIS Professional Teacher Standards](#) require the implementation of meaningful assessments, and collection and interpretation data to inform instruction to meet the needs of all students. The mindset at TESIS is clearly moving from assessment of learning to assessment **for** learning; however, this process will require further development through the next Strategic Plan and the development of a school wide assessment policy.

Assessment begins at the time of a student's admission to TASIS, providing a baseline at the start of their learning journey, with placement testing in Foreign Language and Mathematics, along with [WIDA testing for EAL students](#). Assessment of learning is then systematically undertaken to measure, monitor and track progress, against standards, over time, in line with sectional assessment policies. Across all subjects, and in all sections, assessments measure progress in approaches to learning including learning of skills, critical thinking, analysis, and understanding and synthesis of information. Care is taken to ensure a representative number of summative assessments is used, and that summative assessments are of different types to meet the needs of different learning styles. Progress and achievement is also measured using external assessments tools and standardized testing, to enable comparison with other, similar schools. Student performance outside of academics is also monitored, for example in arts, sports and community service. The [measurement of progress](#) is communicated with learners and with their parents, by individual conferencing and feedback as well as by means of the [Learning Management System \(LMS\)](#), parent-teacher conferences attended by students, and by assessment specific reports.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

Due to the virtual nature of this visit, the commentary in this domain is based on evidence supplied by the school in their self-study, recorded videos, and live streamed observations. It is important to acknowledge that the current rigid COVID-19 restrictions have a marked influence on teacher flexibility in the use of learning spaces and teaching strategies.

In response to the UK Government mandated school closure in March, a committee was set up to implement and support the rapid move to online learning. With the guidance of two external consultants and in conversations with other international schools, TASIS The American School in England (TASIS England) now has a dedicated hybrid learning professional development team. After research into relevant best practice and input from parent, teacher, and student surveys this team formalized and streamlined a whole-school approach to hybrid or blended learning which has been in use since the start of the

academic year. It was noted that currently about 10% of upper school students are engaged with this learning from a distance, mainly due to travel restrictions. Numbers in the lower and middle schools fluctuate dependent on individual health issues.

This new approach is perceived as having had a very positive impact on many aspects of teaching and learning at TASIS England, which is likely to continue beyond the COVID-19 pandemic, and is reflected in the different standards of this domain.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain D - Standard D1 - Team Evaluation

Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities.

### Ratings Rubric

Team Evaluation Criteria D1i. The teaching strategies and support resources for the taught curriculum allow all students to learn and be successful. D1ii. The classroom environment and teaching strategies accommodate varied learning styles and needs. D1iii. Learning Support is provided to students with special learning challenges as well as to those who require additional direction to fulfil their potential. Future Aspirations D1i. To what extent are teachers provided with ongoing professional development opportunities, resources, and support to create the best possible learning environment for their students?

### Self Ratings

Met

### Response

#### Lower School

As a Lower School, teachers ensure all students have access to the curriculum and succeed in their learning relative to their abilities. Teachers' plans (from unit plans to daily plans) include differentiated activities appropriate to individual needs and learning styles. These plans are then adapted and reviewed in accordance with student performance and success. Teachers employ strategies across the curriculum including a variety of writing frames, vocabulary reference tools, extension work from other grades, manipulatives on hand, graphic organizers, and relevant apps on iPads. The Learning Support team and EAL staff are included in the planning process so individual students receive adapted and appropriate materials, scaffolding, extension and other relevant accommodations. Learning Support teachers and EAL teachers meet with class teachers to decide upon push-in or pull-out approaches and timetable these into the schedule, to provide relevant support across the whole curriculum. The Service Support Team, which includes EAL, Learning Support and Counseling, meet with classroom teachers on a regular rotation to ensure student progress is monitored and tracked and targets can be reviewed. Parents are also met with on a

regular basis to discuss and best support Learning Support student progress. Learning styles are matched and expanded through the use of various teaching strategies including differentiated small group work, one-on-one instruction, careful peer-to-peer paired reading and allocated seating, allowing all students to learn and be successful. The [classroom environment can also be rearranged as needed](#) to suit individual learning preferences, such as standing desks, noise-canceling headphones, and dual-language resources.

### **Middle and Upper Schools**

Both in the Upper and Middle School program at TASIS, the teaching staff ensure all students have access to the curriculum and succeed in their learning relative to their abilities. Through multiple avenues in and out of the classroom, students are given multiple opportunities to access their [course objectives, materials, assignments, and assessments](#). English as an Additional Language (EAL) and Learning Resource Center (LRC) programs help to support the learning of all students. In the Upper School, there are EAL courses along with [International Section courses in English, History, and Biology](#) so that these students are given the best opportunity for academic success. The [LRC Handbook](#) has recently been revised and will help the LRC team to support and inform classroom practices. LRC and EAL student specific [learning profiles/passports](#) are developed, adapted, and distributed to teachers and support staff to highlight the students' strength, vulnerabilities, and classroom recommendations. The college counselors offer specific guidance for students attempting to navigate the perplexing journey between secondary education and university. In addition, the school's pastoral system under the leadership of the Director of Pastoral Care and the Safeguarding team ensure that all students are provided the assistance they need while at TASIS and as they plan for their future. TASIS students benefit from [small class sizes](#), allowing for more individualized learning experience. In addition, a [diverse arrangement of courses](#) and pathways are available for students to find success based on their preferred learning style and abilities. For example, Math and Modern Foreign Language courses are [not limited to confinements of the grade level](#) but are arranged instead by interest and ability.

## **Evaluator Ratings**

Met



## Evaluator Reason for Rating

Evidence indicated that teaching throughout TASIS England generally enables students to gain access to the curriculum and to have the opportunities for success in their learning. The school is well-equipped with a range of resources to support teaching and learning. The various rooms designated for subject-specific activities along with the library and extensive outside sporting and play areas contribute to a positive learning environment.

During the visit, teaching was observed in all lower school classrooms, plus in physical education, Spanish, music, and library. In the classroom students were mainly engaged in independent learning through the use of subject specific lessons set up in advance by teachers on Seesaw. Learning practices center on the use of this program with the addition of specific individual feedback time. When questioned, students confidently explained what they were learning and what was expected of them. Some examples of teachers using different learning strategies was observed, but the current COVID-19 pandemic restricts teacher creativity in the use of teaching spaces and grouping.

In support of different learning needs, teachers use formative assessments in core subjects at the start of the school year. Areas of student strength and those in need of development are identified. Support is available in English as an additional language (EAL) and from the specialist learning resource center (LRC). This support can vary from push in /pull out individual or small group instruction dependent on individual need and student demographics. Currently there are 17 students in the EAL program and 11 students who receive learning support.

In middle school, learning takes place in subject specific classrooms and different areas of the school (library, laboratories, open areas, etc.) depending on the learning context. At the beginning of the year students are given a choice of courses. The LRC and the EAL support all students to reach their full potential. Learner profiles are developed for students identified as needing extra LRC and EAL support. Conversations with students indicated that learning support is provided to the students with different learning needs as well as after school studies and one-to-one tutoring.

In upper school, a handbook detailing the different courses allows students the opportunity

to choose from a variety of courses and different pathways. EAL courses along with international courses in English, biology, and history are available to students with language needs. The pastoral system ensures all students have access to counselors and advisory assistance when shaping their future plans.

## **Commendations**

Domain D Standard 1 (Major) - The board, senior leadership team, and teachers for the provision and implementation of the educational and personnel resources which facilitate a learning environment catering successfully for the needs of students in the time of COVID-19.

## **Recommendations**

None at this time.

## Part 2: Domain D - Standard D2 - Team Evaluation

There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.

### Ratings Rubric

Team Evaluation Criteria D2i. Professional training and support is provided for all teachers in the identification and referral of students with special learning needs, gifts and talents. D2ii. The school periodically reviews its admissions policies and procedures, and its provision of learning support for students, in line with revisions of the school's Guiding Statements and with significant changes in student demographics. D2iii. The school uses means to maximize every student's selfexpectation of high academic attainment Future Aspirations D2i. To what extent does the school use research to enrich its understanding of the ways in which students learn in order to identify the means to improve support for their learning? D2ii. To what extent does the school consider whether expanding the admission of students with exceptional needs, gifts and talents may benefit the community and strengthen the school's programmes?

### Self Ratings

Met

### Response

#### Lower School

TASIS has an [Admission Policy](#) and procedures in place which are used to align information about students' learning needs with the programs and support that the school offers.

Decisions on a student's admission are determined within a committee which includes both Admissions and Lower School personnel. Once enrolled, all students are regularly assessed to monitor progress and identify individuals who may require additional support or extension in order to embolden each learner to flourish in line with the TASIS Mission Statement. These processes are outlined in the [Learning Support SEN Policy and Procedures](#) and the [EAL Handbook](#). Support Services (the Lower School Counselor, the EAL Teachers, and Learning Support Teachers) are a part of the support structure for both

teachers and students. They [meet on a rotational basis](#) (at least once a month) with grade level classroom teachers to discuss student needs and to provide support and training for teachers. Due to a demographic change to the Lower School student body with more English Language Learners joining our school, TASIS has hired an additional EAL teacher to provide academic and pastoral support for the new EAL students. The Lower School emphasizes the importance of [students being active participants in their learning journey](#), working closely with the teacher and any support staff. This allows them to develop the skills necessary to reflect on their learning, provide feedback to others, and set goals. Through PSHEE and pastoral care, students develop positive self-expectations and resilience. In addition to the Support Service rotation, teachers receive regular professional training to meet student needs during faculty meetings. This training ties to individual teacher goals or addresses a need identified by the school, such as [Differentiation workshops](#) to support students with Learning Differences and [English Language Learners](#). Each teacher is on a Professional Learning Journey, setting individual goals that relate to the mission and areas for further development. As part of their professional development, teachers participate in webinars, professional reading and often collaborate with colleagues as established in periodic [Professional Development meetings for the Lower School faculty](#).

### **Middle and Upper Schools**

TASIS works hard to ensure that all students are supported by the learning programmes available within the school. The TASIS's [Admission Policy](#) enables the school to identify student profiles that can best be supported. Whilst TASIS does not offer a full continuum of special education programs, the school welcomes students with learning differences for which it can provide the required support. After enrollment, all students are monitored for progress to ensure additional support or extensions are provided where needed. For EAL and LRC students the processes are outlined in the [Learning Resource Handbook](#) and the [EAL Handbook](#). Students who are selected for Learning Support and EAL have a [Learning Profile](#) or Learning [Passport](#) shared confidentiality amongst all stakeholders and reviewed regularly. All Upper School students at TASIS have an individualized bespoke schedule. Opportunities to enroll in AP classes or the IB program enhances the learning for all students, including advanced students. In addition, students can take [math](#) and [modern foreign language](#) classes up to three grade levels ahead. In the Upper School students are given multiple opportunities to extend into higher classes. Wednesday morning meetings by Section or Department provide teachers with [professional development in EAL and](#)

academic support. Student goal setting facilitates students maximizing their self-expectation of high academic attainment.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

Evidence confirms that there are effective procedures and policies in place at TASIS England to identify the needs of students and ensure they all benefit from the school's instructional programs.

The admissions policy supports the inclusive ethos of the school and is reviewed annually. The admissions committee makes final decisions on student acceptance. In response to the last annual review of admission procedures, an extra EAL teacher was employed due to an increase in student numbers needing support in lower school. The EAL and language policy, available on the school website, details the language assessments carried out during the admission process and the types of EAL support provided at different stages of a student's pathway. Conversations with SLT members drew attention to a new Learning Support SEN Policy and Procedures booklet produced in consultation with the head of school and learning support teachers from the three sections. A comprehensive EAL handbook was also observed. The school makes extensive use of World-Class Instructional Design and Assessment (WIDA) assessment strategies for placement and the level of support to be provided.

Acknowledging the benefit of recent in-school professional development, teachers expressed their confidence in identifying the needs of their students with particular reference to the more able. It was noted that the learning resource teachers in all three sections planned to attend training in identifying the needs of more able students in the last academic year, but it was canceled due to COVID-19.

Observations in the lower school confirmed that currently only one child is in need of pull-out, one-to-one support whilst the other 16 are monitored in class for ELA. Conversations with teachers indicated the extent to which the Learning Support and EAL teachers work

together to provide student support on an individual needs basis. Both teachers and students cited examples of being challenged and motivated. Numerous evidence of this was provided through videos and individual work.

In middle and upper schools, student profiles and levels of support are determined during the admissions process. EAL students have their own language support classes. Every student who graduates from TASIS England receives a US High School Diploma (whether they take AP, IB DP, mainstream, or attend "sheltered" international section classes). EAL students taking the international-section courses work towards many of the same standards as mainstream courses, but the pace is adjusted and additional adapted standards are included to ensure that they meet graduation requirements by the end of grade 12. EAL counts towards the foreign language requirement. Conversations with students indicated that small class sizes and the ongoing teacher support allows them to be successful in their learning. They indicated how goal setting helps them to focus on their needs and determine the type of support they will need.

All upper school students at TASIS England have an individualized, bespoke schedule which is in line with the school's high-quality learning definition, "the acquisition of skills and knowledge that results in the individual transformation and growth of each learner". Thus, at the beginning of each year all teachers of each grade level are informed about each child's unique abilities and needs.

Based on the CIS Community Survey results, 92.2% of the 511 responding students as well as 90.1% of the 262 responding parents agree or strongly agree that their children's learning needs are adequately supported by the school.

## **Commendations**

Domain D Standard 2 - The learning support team for the collaborative work in producing a new handbook and procedures for the support of all students.

## **Recommendations**

None at this time.

## Part 2: Domain D - Standard D3 - Team Evaluation

Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.

### Ratings Rubric

Team Evaluation Criteria D3i. Differentiation of teaching and assessment strategies is evident in the classroom. D3ii. Teachers ensure that individual students' needs and learning styles are aligned with assessment strategies. D3iii. Assessment data are used to inform teaching strategies, lesson content, and/or assessment tools. D3iv. A schoolwide Assessment Policy is in place. Future Aspirations D3i. How consistently and how well are teachers focusing on the development of authentic assessment tools and strategies for all ages, abilities? D3ii. Are there designated times provided for faculty to reflect upon their teaching, to share effective strategies, and to identify how best to support students' learning? If so, how well are these opportunities used?

### Self Ratings

Not Met/Partially Met

### Response

#### Lower School

The Lower School uses a [variety of assessment tools](#) to monitor student progress. The assessments include in-class formative assessments, whole Lower School formative and summative assessments and [external standardized assessments](#). Data from these assessments are used to inform planning and goal setting with students, identify trends, and review the success of academic programs. Students benefit from a variety of assessment strategies to demonstrate their understanding and knowledge. These include multiple opportunities to demonstrate mastery including moderated written or oral tests and projects facilitated by the use of technology. The Lower School has recently developed a [Feedback and Marking](#) Procedure which emphasizes a consistent approach to feedback. Feedback is understood to be part of formative assessment and a way to engage students in their learning and to help make learning visible. The feedback given in [Literacy](#) and [Math](#)

books is reviewed against the expectations laid out in the Feedback and Marking Procedure document. While the Lower School meets the criteria for this standard, the lack of a whole-school assessment policy led TASIS to assess as partially met against this standard. This will be addressed in the 2021-2024 Strategic Plan.

As part of our curriculum development project, teachers are developing common assessments tied to the standards, the enduring understanding and the essential questions. Teachers have received [professional development at Lower School faculty meetings](#) which are also a forum for sharing best practices. They also receive individual support from the Curriculum Development Team and [reflect upon practice through their Professional Learning Journeys](#), whilst also further developing their skills. Through the [TASIS Professional Learning Journeys](#), teaching is monitored to promote development and growth.

### **Middle and Upper Schools**

Students' needs are identified in various ways, a process which is greatly facilitated by the small class-sizes and experienced teachers at. Data describing students' learning is collected by means of formative and summative assessments, [ERBs](#), [Track My Progress](#), [WIDA](#), [College admission exams](#) and [IB](#) and [AP](#) results analysis. This data is used to inform teaching and learning. The focus in data gathering is on core-subjects, but all subjects use a variety of assessment strategies aligned to students needs and learning styles. [Reflection upon pedagogy](#) is a fundamental part of TASIS professional development , both external and internal, and is a critical part of the Curriculum Development Project, currently underway. Teaching and assessment of learning are undertaken in response to students' needs; gathered data; and reflection upon pedagogy. The [TASIS Professional Teacher Standards](#) expect a teacher to use meaningful assessments, differentiate and use data to inform instruction to meet the needs of all students. [Differentiation is set out within the curriculum units recorded in ATLAS](#), and is clearly evident in classrooms. Teaching is assessed and evaluated within the [Professional Learning Journeys program](#) by means of appraisals for new faculty members, professional learning for returning faculty and evaluation for faculty who are having difficulty meeting the Teacher Professional Standards. Assessment Policies have been developed for each school section ([MS](#), [US](#)), and a school wide assessment policy is under development in accordance with the 2021-2024 Strategic Plan.



## Evaluator Ratings

Not Met/Partially Met

## Evaluator Reason for Rating

The TASIS England Teacher Professional Standards establish the school expectations in terms of effective teaching and the monitoring of such. Through the Professional Learning Journey program teachers take ownership for their personal development and encourage monitoring and evaluation of their daily practice. Planning, assessment of learning, and reflection are part of school expectations. Evidence indicated the process was well embedded and will become further established as development of the whole-school curriculum plan progresses.

Despite the fact that a whole-school assessment policy is still in development, a wide array of assessment practices evidently exist in each section of TASIS England. Examples of formative and summative assessment were observed as were some differentiated teaching strategies. Professional development has recently focused on the identification of student learning styles and the use of differentiation in the classroom at all levels of the school.

Assessment data in the lower school is used extensively to inform teaching and content material. A school-wide review of disappointing Developmental Reading Assessment (DRA) tests in 2019 identified a lack of alignment between the taught and assessed curriculum material and as a result changes have been made to maths, phonics, and grammar resources.

In middle and upper schools, teachers are provided with information about student individual learning styles and needs and overall academic performance in order to design the learning activities. In the school database Learning Management System (LMS), student results are stored and analyzed by the teachers. The supporting materials, tasks, lesson content, and assessment tools are planned accordingly. Student reflections are taken into consideration to improve learning. The assessment policy in both the middle school and upper school focuses on monitoring student progress and providing appropriate support. Analysis of results from Educational Records Bureau (ERB) tests, Track My Progress, World-

Class Instructional Design and Assessment (WIDA), American College Test (ACT), PSAT (Preliminary SAT), SAT, Advanced Placement (AP), and International Baccalaureate Diploma Program (IBDP) tests are taken into consideration.

In the CIS Community Survey, 87% of the 100 responding teachers agree or strongly agree that they use assessment data to inform teaching and assessment strategies.

## **Commendations**

None at this time.

## **Recommendations**

Domain D Standard 3 - The senior leadership team produce and implement the planned whole-school assessment policy and procedures to ensure continuity and progression.

## Part 2: Domain D - Standard D4 - Team Evaluation

Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.

### Ratings Rubric

Team Evaluation Criteria D4i. The school implements a systematic process for the collection and analysis of students' achievement data. This is used to identify accomplishments and gaps in students' learning, to monitor improvement and examine individual growth over time. D4ii. The school provides timely, meaningful, and clearly understood information reflecting the achievement of each child. D4iii. External examination and/or standardised test results are used to measure students' learning of the taught curriculum, benchmark with other, similar schools and to support on-going students' achievement. Future Aspirations D4i. To what degree does the school prioritise professional development targeted at building teachers and school leaders' data literacy skills? D4ii. To what extent do students engage in the selfassessment of their learning and are they able to share their learning with others? D4iii. How effectively is information regarding the progress of each child made available to both students and parents through school communication channels and with what consequences?

### Self Ratings

Met

### Response

#### Lower School

The Lower School uses a range of assessment tools to measure and monitor student progress over time. Information is shared with parents three times a year in written standards-based grade reports and twice a year during conferences. In addition to this, teachers regularly communicate with parents on the progress of their children. Teachers assess data and adapt learning activities and strategies to best support individual students, including parents in this process through regular reporting systems and conferences. Students are also a part of this process, with teachers encouraging students to reflect on their learning and also be active participants in goal-setting.

In the lower grades, teachers monitor and record students' literacy development through regular assessments. In all grades, reading development is monitored through [Developmental Reading Assessments](#). Teachers use the data to identify achievements, gaps, and progress over time. An internal writing assessment is administered, which is aligned to the standards, three times a year and teachers use these [assessments to develop writing goals with students](#). Furthermore, [Track My Progress for Reading and Math](#) is used to assess against external standards three times a year. Teachers can see individual student growth over time and also identify areas of strength and development. Administrators use the data to look at whole school trends. In addition to measuring progress against external standards, the [ERB CTP standardized assessment tool](#) measures aptitude and enables TESIS to analyse individual student progress as well as groups of students and track growth. Due to the transient nature of the student population and smaller norm groups, TESIS has taken the decision to move to the [MAP Test by NWEA \(Northwest Evaluation Association\) in the 2020-2021 academic year](#), which will allow us to track student growth in a more effective manner. Using the MAP data, we will be able to measure student achievement throughout and from year to year and will be continued to be used to inform teaching. The Lower School will use the data to compare student performance against national norms and other similar schools. Each student also has a [binder containing relevant assessment information](#) which is passed on to the next teacher at the start of each academic year, enabling TESIS to track annual growth and provide effective support for students.

### **Middle and Upper Schools**

The [TESIS Teacher Professional Standards](#) require teachers to “use assessment data to drive instructional decisions”, and as such student progress in the Middle and Upper Schools is systematically tracked using a range of achievement data. New students are subject to placement testing in Mathematics and Modern Foreign Languages and [English Language learners are assessed using WIDA](#). In addition, previous school records are reviewed across all subjects, thereby providing a baseline for further assessments. During the academic year, student progress is measured against [standards, which were identified and prioritized as the first step in our Curriculum Development Project and recorded within ATLAS](#). Progress in relation to standards is measured and tracked using summative assessments in all subjects. Summative assessments, including, but not limited to, quizzes,

tests, projects and cumulative exams are used to measure progress in learning of skills, critical thinking, analysis, and understanding and synthesis of information, in accordance with the school Assessment Policies. Care is taken to ensure there are a [representative number of assessments](#), that assessments are of different types to meet the needs of different learning styles, and weighting/point allocation is carefully reviewed to ensure consistency across classes. Care is taken to ensure that grades are representative and a useful measure of progress, with the mindset at TASIS is in the process of moving from assessment of learning to assessment for learning. Assessments and grades are accessible to students and parents in the open gradebook accessed via the LMS, and grade reports are issued four times per year. In the Middle school progress is also measured using [Track My Progress](#) in English and Mathematics, [ERB CTP Testing](#), and [WIDA testing for EAL Students](#). In the Upper School progress is measured and monitored through the LMS, while achievement is measured based on [IB](#) and [AP](#) external exams as well as through [matriculation](#).

## Evaluator Ratings

Met

## Evaluator Reason for Rating

Evidence suggests that student progress throughout TASIS England is systematically recorded, although currently each section of the school has a different approach to the recording and tracking process. A system for formalizing a whole-school approach is under review in line with the curriculum development plan. Reporting procedures are explained in relevant section handbooks and communicated to parents with each of the trimester or quarterly reports. Parent teacher conferences are also held at the beginning and end of the year.

In the lower school, At a Glance Record Cards containing data of individual student achievement, support programs in place, social and emotional needs, and other relevant information are used to inform all teachers and are particularly used for annual transition. The head of lower school and the curriculum coordinator indicated the imminent move to including this on the school management system for ease of access.

The Developmental Reading Assessment (DRA) and Granada Learning (GL) assessment data in English, maths, and science is collected and analyzed. In addition, teachers conduct regular formative assessment in specific areas such as writing, reading, and math concepts across the lower school. A document in draft form detailing all assessments for students from K-4 was shared as evidence.

It is felt that the Educational Records Bureau (ERB) Comprehensive Testing Program now in use does not provide sufficient data for teachers to analyze the taught and assessed curriculum. The school decision to move to the Measures of Academic Progress (MAP) Test by Northwest Evaluation Association (NWEA) in the 2020-2021 academic year has had to remain on hold due to the development of distance learning.

Evidence of middle and upper schools quarterly grade reports confirmed the reporting process. English and math progress is measured using Track My Progress as well as ERB CTP Testing and WIDA for EAL students. The data from these assessments are collected and analyzed to inform teaching. IB and AP external exams are also taken into account to inform teaching in the following year.

89.3% of the 262 responding parents agreed and strongly agree in the CIS Community Survey that the school provides sufficient information reflecting the achievement and progress of their children.

## **Commendations**

None at this time.

## **Recommendations**

Domain D Standard 4 - The senior leadership team implement the intended move to MAP testing in order to measure student learning and benchmark with other schools

## Part 2: Domain D - Standard D5 - Team Evaluation

Teaching engages the students in their learning to ensure that planned learning outcomes may be achieved.

### Ratings Rubric

Team Evaluation Criteria D5i. Students are able to articulate what they are doing and how they are learning. D5ii. Students are engaged in their learning in line with the School Mission, Vision, and Values. D5iii. Students have opportunities to share their learning with their peers. D5iv. Teachers create learning opportunities which challenge students to achieve their potential.

### Self Ratings

Met

### Response

During the CIS Accreditation Self-Study process, TASIS developed the following definition of High-Quality Learning that will be integrated into our Curriculum Development plans and our Professional Learning Journeys program:

*High-quality learning is the acquisition of skills and knowledge that result in the individual transformation and growth of each learner. High-quality learning is achieved when:*

- *Learning takes place in a safe, nurturing environment that encourages creativity, curiosity, and independence.*
- *Learning is transferable; skills and conceptual understanding can be applied within multiple contexts.*
- *Learning involves inquiry, critical thinking, feedback, and reflection.*
- *Learners have ownership of the process and are able to articulate what they are learning and why they are learning it.*

This definition represents the pedagogical foundations that support all teaching at TASIS that challenges students to achieve their potential.

## Lower School

Engaging students in their learning is key to the Lower School. Consistent classroom systems are in place across the grades to allow for student voice and reflection, based on displayed learning standards and [recorded personal goals](#). This allows the students to experience growth and have ownership of their learning. Students are encouraged and supported in their development of themselves as learners, to show and share their knowledge and interests in a variety of settings and in different group situations. There are [multiple pathways to engage in learning](#), and faculty and teaching staff strive to build strong connections with their students and the class as a whole, to encourage each other on those pathways. Students are led through the process of envisioning the best learning environment for themselves and their peers, integrating reflection, respect, cooperation and ownership into their own learning journeys. In building relationships with their students, teachers acknowledge the interests of their students and are often able to help them make connections between interest and academic content. This happens both in the classroom and in alternative learning spaces, for example in the theatre, the sports field and the Fleming Garden.

## Middle and Upper Schools

Engagement is a fundamental part of the TASIS mission and clearly embedded in life at TASIS. Students are always connected to curriculum expectations and immediate outcomes of their learning. Through the LMS system, students are able to see their past and future assignments, due dates, and [expectations from teachers](#). In the Upper School, students work with a member of faculty within the Advisory program to set goals for their academic year, which are reviewed on a regular basis so that students can be held accountable and supported when necessary. This is continued and emphasized in the IB diploma program with the IA investigations and Extended Essay. [Goal setting is also undertaken in the Middle School in specific subjects.](#)

## Evaluator Ratings

Met

## Evaluator Reason for Rating



The TASIS England mission aspires "to nurture intellectual curiosity and embolden each learner to flourish as a principled, open-minded and compassionate member of a global community." In order to embed this philosophy into teaching and learning practices, a definition of high-quality learning has recently been developed. Its aim is to encourage engagement in purposeful learning. School-wide observations of teaching indicated initial successful implementation.

Through observations and discussions in lower school, it was confirmed students are generally confident in their learning and in asking for clarification when needed. One child commented that he could choose where he wanted to start his work on the daily plan and gave an example of how he could share his project in class if he so chose. Evidence of numerous examples of students sharing their learning were cited by teachers and supported by Seesaw documents. Students trusted their teachers to be always available to help, explaining in different ways and on multiple occasions if necessary. These sentiments align with the TASIS England mission.

In the middle and upper schools, students are encouraged to express their own learning experiences through process journals, term projects, peer assessments, reflection/self-assessment, and in summative tasks. Students are largely engaged in their learning in line with the TASIS England mission and values. School facilities and different learning environments such as technology, science labs, coding, and STEM activities allow students to experience various methodologies in teaching and learning. 97.7% of the 262 responding parents who took part in the CIS Community Survey agreed that their child is engaged in their learning.

Students set goals for their individual progress. Teachers monitor student progress to help them reach their goals. Teachers create learning opportunities including project-based tasks; group work; science, technology, engineering, and mathematics (STEM) activities; field trips; and classroom discussions to engage and challenge students to achieve their full potential.

Observations and discussions with students from the middle and upper schools indicate that they are appropriately challenged in their learning and know what is expected from them.

## Commendations

None at this time.

## Recommendations

None at this time.

## Part 2: Domain D - Standard D6 - Team Evaluation

The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.

### Ratings Rubric

Team Evaluation Criteria D6i. Students and parents know what each assessment grade stands for. D6ii. Students can explain or demonstrate their learning. D6iii. Students understand the connection between their engagement in a learning activity and assessment results. Future Aspirations D6i. How effectively do student-led conferences demonstrate the student's awareness of her/his progress vis-a-vis expected learning outcomes?

### Self Ratings

Met

### Response

#### Lower School

Assessment of student learning is clearly woven into the learning process through the [planned units](#) and the [termly reporting](#) that is shared with parents. [Rubrics](#), [Seesaw posts](#), and identifying next steps in our Math and Writing journaling are vehicles to reflect and share progress along the journey with students. Involving students in this process is imperative. Understanding expectations and teaching students to evaluate their work is important for their independence and success. Students are assessed and given feedback on behaviors that support learning. This [feedback is shared in trimester grade reports](#) and is also part of the [PSHEE program](#), Morning Meetings, and the Lower School ethos overall. Teachers assess students' understanding, engagement, and outcomes using the standards and curriculum. They reflect on the class engagement as well as the individual success of students in relation to the objectives of the lessons and the journey of the unit itself. Specific feedback and clear rubrics are ways for children to understand the connection between their engagement and the outcome of their learning. As part of the curriculum redesign project, teachers are starting to incorporate [Approaches to Learning \(ATLs\)](#) into their learning plans, to enable students to flourish as independent learners. TASIS Lower

School is in the early stages of highlighting to teachers how these are taught and understood. TASIS plans to further develop teachers' understanding of ATLs across the three sections as we continue through the next phases of the curriculum development project. With regards to parent communication and involvement, parents are given a comprehensive list of concepts and content which has been taught each trimester, with [clear marks used to show attainment of that learning](#). Parent-teacher conferences are a concrete way teachers can share a clear picture of the student's learning journey and share next steps towards progression.

### **Middle and Upper Schools**

In the Middle and Upper Schools, student learning is reported through the LMS grade book and comments. Consistency in this approach simplifies understanding for parents, students, and teachers. Both students and parents understand assessment grades through subject-specific handbooks in the [US](#) and the [MS](#) containing grade boundaries/criteria and additional relevant information. Parent-teacher conferences, (which can be conducted virtually to facilitate international communication) provide opportunities for discussions around student assessment and attainment and student presence at these conferences further supports student engagement and ownership of the learning journey.

[Student/Advisee reports are provided every quarter](#) to transmit student progress in both academic and pastoral areas. These grades and comments are available on the LMS system providing further continuity, allowing students and parents to see the connection between effort and outcome. The Atlas curriculum design platform, which is part of the Curriculum Design Project, allows teachers to identify connections between learning activities and student performance, which in turn allows for students to demonstrate their learning in accordance with prescribed assessments. The Curriculum Design Project allows for the [identification of specific skills, knowledge, understanding in student learning](#). This has prompted reflection of the use of varied types of assessment, the purposeful integration of ATLs, and discussion of developing stronger vertical alignment.

## **Evaluator Ratings**

Met

## **Evaluator Reason for Rating**

Clear information about the reporting process and grading systems is contained in handbooks for each section of TASIS England and specific documents accompany the reports. Conversation with parents and students indicated their understanding of assessment grades.

Many lower school students freely explained the various opportunities they are given to explain and showcase their learning. Numerous examples were also evidenced through video links of both past and present virtual assemblies and individual student work. When questioned students explained how to improve their assessment results by taking extension activities in various different computer applications.

In middle and upper schools, the parents and students are informed about the course content, expected outcomes, and grading system through subject-specific handbooks and parent meetings. Students can demonstrate their learning in a wide variety of forms such as oral presentations, essays, scientific experiments and reports, works of art, etc. and reflect on how to improve their performance. Before any exam, task, project, or oral performance, students are informed of the expectations of the assessment, so that they are aware of the connections between their performance and the level of achievement. The upper school assessment policy contains a detailed description of a well-established and consistent grading system based on AP and IB systems.

According to the CIS Community Survey, 95.8% of 262 responding parents agree and strongly agree that they understand what the student assessment grades stand for.

Similarly, the survey shows that 95% of 511 responding students agree or strongly agree that they know what the assessment criteria are for each subject course.

## **Commendations**

None at this time.

## **Recommendations**

None at this time .

## Part 2: Domain D - Standard D7 - Team Evaluation

Teaching draws on appropriate cultural and authentic contexts to provide meaning to the students in their intercultural development.

### Ratings Rubric

Team Evaluation Criteria D7i. All programmes - curricular and cocurricular - provide opportunities for students to experience and learn from a variety of cultures. D7ii. Students can share specific examples of their intercultural learning. Future Aspirations D7i. How effectively does curriculum documentation incorporate explicit learning outcomes referencing the school's cultural context, those of the students, as well as global issues? D7ii. How do students articulate the importance of global citizenship and demonstrate this through their behaviours?

### Self Ratings

Not Met/Partially Met

### Response

TASIS has recently created and embraced a [new mission statement](#) that sees all learners as members of a global community, and during the 2019-20 school year, we developed a definition of intercultural learning:

*Intercultural learning is the acquisition of knowledge and understanding through an awareness of one's own culture, engagement with other cultures and perspectives, and explorations into local and global issues, all of which enable learners to interact and communicate in appropriate and effective ways in intercultural situations.*

As this definition is a new formulation of what we believe, we evaluate this standard as Partially Met as we integrate this new definition into our curriculum plans and Professional Learning Journeys program.

### Lower School

The creation of a Lower School [Language Ambassadors Program](#) in addition to the

[recognition of different cultural celebrations and traditions](#), both [in the classrooms](#) and at the [weekly Assembly](#), contribute to the overall intercultural learning of students and staff. Through school-wide initiatives such as [International Mindedness week](#), [students reflect on their own culture](#) and learn about the cultures of others. The Lower School PSHEE program supports the ethos of the school, recognising and celebrating different cultures in addition to the host culture. As mandated by the national inspectorate, British Values are taught alongside the Lower School Core Virtues and viewed as [shared values](#).

Student-centred learning and differentiation allows students to explore and discuss aspects of their own cultures and experiences in relation to the activities being taught. The Lower School Library contains a wide range of [books on diverse cultures that support intercultural learning](#), in addition to a growing collection of books in different languages which speakers of other languages are encouraged to use to support their learning.

Lower School students benefit from the [rich variety of field trips and local activities](#) that they have the opportunity to participate in. Student Council, Rags and Tags days and other initiatives provide students with the opportunity to learn about and actively support local causes, such as the [food drives for the Runnymede Food Bank](#). Students have had opportunities to create connections in the local community, such as actively contributing to the local Food Bank, participating in appeals and singing at a [local Christmas celebration for elderly members of the Thorpe community](#). TASIS Lower School continues to explore ways for students to create connections with the local community and contribute in a positive manner, developing their leadership skills whilst engaging with relevant local and global issues.

### **Middle and Upper Schools**

Through the development of the new mission statement and our school wide definition of intercultural learning, TASIS is proactively embracing teaching and learning from an internationally-minded perspective. This is enhanced by the nature of the diverse school body, including students, families, faculty and staff. The school curriculum supports the ethos of the school, recognizing and celebrating different cultures in addition to the host culture. The [Responsive Advisory program](#) implemented this year in the Middle School, allows students to reflect on their origins, family backgrounds, and values. It acts as a platform for discussing community values and raises self-awareness, sense of belonging,

and agency. Learning activities across all subjects reflect the diversity of our students and embrace the development of a global perspective. Student-centred learning and differentiation allow students to explore and discuss aspects of their own cultures and experiences. Numerous opportunities exist for students to research and develop an understanding of their own cultural interest and apply their understanding of diversity within the global community. Through international travel programs, local and ISAA sports competitions, local field-trips, community service projects, MUN, International-Mindedness Week, and CSP programs, students are consistently engaging in global and local perspectives. The IB program continues to build this through the exploration of the [IB Learner Profile](#). For example students are encouraged to consider global opinions through their Extended Essay and Individual Investigation.

## Evaluator Ratings

Not Met/Partially Met

## Evaluator Reason for Rating

In response to this standard, TASIS England has recently developed a definition of intercultural learning. Reference to this was made regularly in committee meetings.

The TASIS England school community consists of a diverse range of nationalities and cultures on which to build opportunities for students to learn from others. Examples of events and special days where different groups are encouraged to share their festivals, flags, food, and customs, the visible aspects of culture, were provided. It is less evident what impact the current practices and activities are having on students' opportunities for deeper learning in relation to the long-term value of intercultural understanding.

In the lower school, teachers cited many examples and provided evidence of how international mindedness and intercultural learning is interpreted. In the group discussion with grade 4 students they defined "being aware of other cultures" as knowing about other people in other countries and accepting their opinions. They also spoke of being welcoming to everyone and learning about each other. A student explained that one of the reasons he enjoyed being part of the "TASIS family" was because he got to make friends and learn about other friends' countries. Their interpretation of being part of a global community



demonstrated a developing sense of cultural acceptance and open-mindedness.

In the middle and upper schools, the yearly plans are designed to put each of the curricular or co-curricular programs within a common understanding about a variety of different cultures. Students are exposed to interactions with diverse nationalities represented in the school community. International week trips, the May Fair festival, and club trips abroad facilitate understanding of other cultures through first-hand experiences. Appreciation of cultures as a concept is also supported through the curriculum but to a limited extent. Students' global knowledge and language proficiency help them in adapting to different cultural environments easily since foreign languages courses are being offered. According to the CIS Community Survey, 88.2% of 262 responding parents agree or strongly that local cultures are used to enrich their child's learning.

Students and teachers throughout the school demonstrated an understanding of the intercultural context of the school and what the learning should look like, however it is evident that intercultural learning is still in the developmental phase of implementation.

## **Commendations**

None at this time.

## **Recommendations**

Domain D Standard 7 (Major) - The senior leadership team and faculty institutionalize the agreed upon definition of intercultural learning to support students in fulfilling the school mission.

## Part 2: Domain D - Standard D8 - Team Evaluation

A range of high quality media and information technology is used meaningfully to enrich the quality of the students' learning.

### Ratings Rubric

Team Evaluation Criteria D8i. The school has a strategic plan, including financial implications, for the acquisition and educational use of media and information technology.

D8ii. The use of media and information technology is integrated into teaching and assessment through a technology for learning plan in order to enrich students' learning.

D8iii. Media and information technology are used as a means to differentiate teaching and learning according to the needs, proficiencies and learning styles of groups and individual students.

Future Aspirations D8i. To what extent is media and information technology incorporated into teaching and assessment as a means to promote critical and creative thinking? D8ii. How does the school use media and information technology to enhance collaboration between its students and other learners elsewhere? D8iii. How well is media and information technology used to explore models of blended learning

### Self Ratings

Met

### Response

#### Lower School

TASIS benefits from the support of an IT Department that provides technical support and access to a range of media and information technology tools that enhance learning, with the delivery of learning using these tools managed within the Lower School. The Lower School has a designated IT Safety Coordinator and a Digital Leader program to promote a safe and healthy approach to the Internet and Information Technology. Apps and programs are selected to support student learning and provide them with a variety of media to research, practice and express learning, including a specific Language Development program to cater to English Language Learners new to English. Every Lower School student has an online learning journey platform (Seesaw) which is accessible to students, teachers and families. The online learning journey platform has been the principal medium through

which to [deliver Remote Learning across the Lower School during the period of school closure](#), with students in Grades 3 and 4 making additional use of Chromebooks and the [Google Classroom platform](#) to complete and produce learning activities. The transition to Remote Learning involved the training of all Lower School teachers on the efficient and effective usage of apps such as Seesaw, Loom and Google Choice Boards with continued support and [professional development in this area](#) provided throughout the process by the Lower School administration and members of [faculty trained in the use of Seesaw](#). Classroom teachers, specialist subject teachers and support services (Learning Support, EAL and Counselling) continued to [deliver the academic program and provide relevant support to each student](#) via the same apps in addition to online group and individual sessions. All classes within the Lower School are equipped with Smartboards and student iPads or Chromebooks and students were given their assigned school devices to facilitate the continuity of their learning journeys from home during the school closure.

Students use developmentally-appropriate apps across a range of subjects to develop skills and students are able to demonstrate learning by creating projects using diverse apps. The acquisition of technology is approved and managed by the IT Department in conjunction with the sectional Head. When apps or platforms are implemented, Lower School faculty are given teacher-led training by a member of faculty with knowledge of how best to implement and use this tool. Training continues to be provided during school closure via the weekly Lower School faculty meeting conducted via Google Meet and through [Loom presentations that are made available to the Lower School Teachers](#) via the shared drive.

A [whole school IT strategy](#) has recently been developed to ensure vertical and horizontal coherence. The use of media and information technology is purposeful throughout the Lower School and the current curriculum alignment project is one of the first steps to incorporating media and information technology as a planned tool for teaching and assessment.

### **Middle and Upper Schools**

In the Middle and Upper Schools, discussions and projects focused on curriculum and approaches to learning have led to positive collaborations within sections and departments in how technology is implemented across the curriculum. This has been enhanced by the necessity to transition to online learning due to the COVID-19 restrictions. Horizontally

across departments and sections, technology is becoming an integrated and cohesive tool for learning. Each section has a designated e-safety coordinator. These coordinators have been instrumental in safeguarding our students. They took the lead in implementing the guidelines on how to identify reliable sources. The faculty was also trained in how to teach this approach to identify reliable sources. TESIS's strong integration of technology has successfully developed a high baseline of IT competency among students, which is bolstered by an IT Skills curriculum delivered in Sixth Grade and continued throughout secondary school. Middle School students are issued with a Chromebook for accessing Google suite. Upper School students are required to provide their own device to access Google suite. This setup offers many benefits, including teacher-student interaction via Google Docs, easy resource sharing, collaborative working, individual research projects and other opportunities via numerous apps and programs. TESIS also benefits from a well resourced and highly proficient IT department that provides support, training and implementation to provide access to a range of media and information technology tools. The IT department has facilitated the deployment of individual strategies such as unique apps to support our students' individual needs and accommodations. Teachers can request additional [one-to-one training throughout the year](#).

## Evaluator Ratings

Met

## Evaluator Reason for Rating

TESIS England is well resourced with a wide range of high-quality media and information technology which is used extensively. With the enforced move to online learning earlier in 2020, the school developed a hybrid learning program in support of distance teaching and learning. A new IT strategic plan, outlining the next steps in IT provision, has been approved by the board. Observations during the visit confirmed a high level of proficient IT usage by students and teachers throughout the school. As a result of the pandemic the faculty is supported with continuous professional development to help them become accustomed to the hybrid learning model. Much of the evidence supplied with the self-study was in PowerPoint presentations and supplemented during the visit with explanatory Loom videos or Google documents.

In lower school, with health distancing restrictions rigorously enforced, students and teachers all use iPads. Seesaw is the main platform for independent online learning in the classroom. Students made reference to the many applications such as Mathletics and RAZ kids used to extend and challenge their learning. Grade 4 are moving to use Google classroom. One of the ways of introducing e-safety is through the USA-based Common Sense Media website. Teachers also cited the grade 4 digital citizen unit, commencing imminently as additional support.

A program called 1:World was introduced at TASIS England, whereby upper school students were required to bring their own laptops, and middle school students were given Chromebooks to access the Google Suite. Based on conversations with designated staff this initiative continues to deepen the integration of IT skills into the academic curriculum. The computer labs were converted into science labs. MakerSpace classes were introduced in the middle school to support the new emphasis on STEM. TASIS England also transformed the 17th century Tudor Barn classroom into the Samsung-sponsored Innovation Studio, where the teaching of IB Information Technology in a Global Society and IB Film is taking place.

Evidence was provided to demonstrate how regular surveys are sent to students, parents, and teachers to identify the needs and/or requests of the school community in terms of online and hybrid learning. The use of Google Suite for Education from grade 4 upwards ensures that students have access to all course information and materials at all times, irrespective of their physical location or the device being used.

## **Commendations**

None at this time.

## **Recommendations**

None at this time.

## Part 2: Domain D - Standard D9 - Team Evaluation

There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.

### Ratings Rubric

Team Evaluation Criteria D9i. The school's system of recording, analysing, and reporting students' progress and achievement are aligned to the school's Guiding Statements and to criteria described in the school-wide assessment policy. D9ii. The school has systematic means of assessing, analysing recording and reporting the performance of individual student and school-wide performance compared with students elsewhere. D9iii. Assistance is provided to parents and students in understanding and interpreting reports of students' effort and achievement. D9iv. Data from graduates or past students are considered when determining the effectiveness of the school's programme. D9v. Reports of individual student's progress and achievement are retained by the school for a given length of time in accordance with published policy. Future Aspirations D9i. How is evidence on individual and school-wide achievement recorded and reported to enable authorised stakeholders to analyse and draw inferences? D9ii. What evidence is there of students' achievement being recorded and reported in multiple ways in alignment with school wide policies on assessment methodologies? D9iii. How are students involved in the assessment, recording and reporting of achievement in ways that will support raising self-expectation of academic achievement? D9iv. How well is the recording and reporting of evidence of achievement used as part of a feedback loop with the aim of enhancing schoolwide and individual student's achievement?

### Self Ratings

Not Met/Partially Met

### Response

#### Lower School

TASIS has a range of school-wide systems that [record and track individual students](#) in addition to school-wide achievement. Information relating to individual student progress is

stored in an [individual student file which is updated regularly and passed on to the new class teacher at the start of the academic year](#). Data on [reading levels](#), [writing assessments](#) and [individualised targets](#), and [level of language proficiency](#), where appropriate, are examples of shared data. In addition to the Back to School night, [Parent-Teacher Conference Day](#) and Student-led Conferences, [grade reports](#) are shared with parents at the end of each trimester and these are accompanied by an [explanatory guide](#). Learning is shared via the online portfolio 'Seesaw' and is a means of tracking student learning. Parents are provided with detailed information regarding learning on a weekly basis via the LMS and [progress updates for specific students](#) are shared weekly or bi-weekly with the parents by the classroom teachers. Parents of students with specific learning needs and students in the EAL Program are invited to meetings with the relevant support teachers to provide information on their progress and goals. Track My Progress and ERBs are standardised testing tools used in the Lower School and English Language Learners are screened and assessed using the WIDA evaluative tools. Students set purposeful goals and are encouraged to reflect and adapt their goals as their learning progresses. TASIS takes pride in communicating effectively with parents and the Lower School regularly runs Grade Level coffee mornings, counselor coffee morning and EAL Parent meetings for parents.

The development of the school wide assessment policy and further critical analysis of data as outlined in the strategic plan will help us fully meet this standard.

### **Middle and Upper Schools**

TASIS has a strong mission to build lifelong learners through engagement. The foundation of the process is through engaging students to reflect on their pathway which requires analysing their own performance. The LMS provides this opportunity as through this system, [students receive feedback in their classes](#) in the form of grades and comments on assignments. This also opens up a portal for communication between the school, staff, and parents to track progress and reflect on current achievement. To further develop this, grade reports are distributed four times a year, accompanied by parent-teacher conferences that are also held to both interpret and celebrate student progress and achievement. Specifically in regards to students in the [EAL](#) and [LRC](#) programs, student profiles illustrating the results and recommendations based on student achievement levels are created and distributed to teachers. This provides an additional measure for the school to systematically assess and analyse student performance in those specific areas. In terms of measuring school wide

achievement, TASIS annually evaluates students' achievement on [AP](#) and [IB](#) exams to determine the effectiveness of the Upper School program.

## Evaluator Ratings

Not Met/Partially Met

## Evaluator Reason for Rating

The development of a school-wide assessment policy is cited as one of the planned actions for this domain and is included in the TASIS England Curriculum Development Plan. It was observed and recorded in a previous standard that currently different sections of the school each maintain their own tracking and recording documents.

Grade reports are distributed four times a year, and complemented by parent-teacher conferences that help to both interpret and celebrate student progress and achievement. The school has a policy of retaining electronic records for a period of six years, and in line with the General Data Protection Regulation (GDPR).

The school is currently moving towards using Measures of Academic Progress (MAP) Test by Northwest Evaluation Association (NWEA) to replace Educational Records Bureau Comprehensive Testing Program (ERB) in order to enable a more authentic comparison with other schools.

Evidence of assessment dates, copies of reports, and numerous data results in the lower school confirmed the processes in place for recording, analyzing, and reporting on student's performance .

Middle school and upper school assessment policies are in place and the school is working towards developing a whole-school document in line with the TASIS England mission. Veracross and LMS database are used to record and analyze the result of student testing to be shared with the relevant members of the school community. Both students and parents are informed about the grading system at the beginning of each academic year. Student academic performance, oral/written grades, exam analyses, and report cards are kept and shared with the parents and students through the online parent portal Veracross. To monitor the individual progress of each student, exam results are analyzed by teachers and



subject coordinators.

Profiles of students in the EAL and LRC program contain results and recommendations based on student achievement levels which are distributed to teachers. This provides an additional measure for the school to systematically assess and analyze student performance in those specific areas.

As for international examinations, all departments analyze the data and evaluate the school's success according to the statistics and necessary precautions are taken for potential changes in external assessments in the coming years. Students are also given constructive and timely oral and written feedback on their progress by their teachers.

## **Commendations**

None at this time.

## **Recommendations**

Domain D Standard 9 - The senior leadership team prioritize the development and finalization of a whole-school tracking system in order to ensure continuity of student learning.

## Part 2: Domain D - Standard D10 - Team Evaluation

There is sufficient teaching time allocated throughout the school to enable the planned curriculum to be taught effectively.

### Ratings Rubric

Team Evaluation Criteria D10i. The schedule is planned in such a way as to avoid recurring interruptions to specific subjects, activities, and access to resources. D10ii. The schedule is planned and managed in such a way as to maximize the amount of time that students spend engaged in learning tasks. D10iii. Allocation of teaching time to subjects complies with the requirements of curricular and examination/assessment/testing authorities. D10iv. The school has a policy in respect of teaching time lost for reasons both within and beyond its control. Future Aspirations D10i. To what extent does the school consider the use of flexible time for teaching and learning in accordance with: the ages and learning needs of students; the nature of the curriculum; the maximum use of resources; and other specific reasons such as blended learning and real time collaboration with learners elsewhere? D10ii. How has the school considered ways of adapting the annual calendar in support of maximising students' learning?

### Self Ratings

Met

### Response

#### Lower School

The majority of core subjects (Mathematics, English and Humanities) are taught within the same classroom by the same teacher in the Lower School. Single subjects (Arts, Spanish, etc.) are either taught in the Lower School building or in one of the adjacent buildings. As far as possible, single subjects are scheduled to reduce transition times between classrooms and maximize instruction time. The schedule usually reflects the need for core subjects to be taught at the best time in the day for student focus. The schedule in Lower School is more fluid than in the other sections of the school and whilst this gives class teachers the opportunity to schedule core subjects as they wish around single subject times, it also adds to the complexity of timetabling additional support for students with

learning or language needs. The Lower School administration continually looks at different ways to effectively support all students during instructional time and strives to timetable cross-grade pull-out sessions for English Language Learners when there is a need. The Lower School is in the process of purposefully integrating units to make cross-curricular connections and an internal guidebook is being developed, outlining recommended teaching times for each subject. Homework is differentiated in order to meet the differing needs of students and the recommendations for this are clearly set out in the Lower School Handbook. A whole-school policy exists for making up lost teaching time due to circumstances beyond their control by adding additional school days or transitioning to online distance learning.

### **Middle and Upper Schools**

In the Middle and Upper Schools, the curriculum is developed to ensure compliance with the course standards from organizations such as the US Common Core, New Generation Science Standards (NGSS), AP and IB. In addition, curriculum resources are selected to ensure standards can be met in the allocated teaching time. Furthermore, the school's annual calendar review ensures that the timetable minimizes disruption and maximizes continuity to lessons. The [calendar is published well ahead of the approaching academic year](#). Five minute transition times in the [Upper School](#) and two minutes in the [Middle school](#) are provided between lessons to ensure maximum time for learning. In-house Professional Development days are planned to minimize repeat interruptions. In the Upper School there are extended class periods built into the schedule once per week, which ensures that the overall recommended time for the completion of courses is met and allows for more extended activities such as labs and seminars. [Field trips and Travel Week](#) are specifically designed to enhance the academic curriculum and provide rich learning opportunities for students outside of the school. Music, Theater, Sports and other extra-curricular activities are scheduled during advisory, lunchtimes, and after school in order to provide opportunities to further student learning beyond the school day.

## **Evaluator Ratings**

Met

## **Evaluator Reason for Rating**

Significant changes to scheduling in different sections of the school have been implemented in response to the prevailing COVID-19 restrictions. Many aspects of these measures have been viewed favorably and will remain in place. The school has in place a policy referencing lost teaching time.

Due to the pandemic, in the lower school the schedule has changed from 45 minute to hourly blocks for core subjects. This allows more time for teachers to implement a system of class learning rotations or centers. Teachers cited this additional time and the centers system of huge benefit to their ability to work with individual students. With the exception of physical education, students no longer move to specialist classrooms, therefore avoiding lost time in transition. Due to canteen restrictions and space requirements, recess and lunch are earlier in the day and as a result a new afternoon break has been introduced which enables extra time for lower school student recreation.

The allocation of time given to each subject in middle and upper schools is planned to meet the requirements of the course standards. Timetables during online learning were adjusted based on the students' and parental feedback. To maximize the effectiveness of teaching and learning, the schedule was reorganized to help keep students attentive and engaged in their learning tasks with fewer interruptions. There are normally five minutes allocated for transition in the upper school and two minutes for middle school, but these times have been extended under the current timetable.

The in-house professional development days are planned in a way to minimize interruptions and loss in teaching time. The use of the school online learning platforms ensures students have access to all course information and materials at all times irrespective of their physical location. In the upper school there are extended weekly class periods that are built into the schedule to ensure the requirement of the pathway chosen are met.

The TASIS England academic calendar is published in advance and takes into account the travel week and field trips.

## **Commendations**

None at this time.

## **Recommendations**

Domain D Standard 10 - The senior leadership team consider retaining the changed timing schedule to allow for more sustained periods of student learning.

## Part 2: Domain D - Standard D11 - Team Evaluation

Students with specific learning needs, including gifted and talented students, are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

### Ratings Rubric

Team Evaluation Criteria D11i. Staff is trained to use equipment and facilities which are designed or modified as appropriate to ensure access to learning for all enrolled students.

D11ii. The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs, including gifted and talented students.

D11iii. The curriculum design, teaching strategies and support resources provided, including media and information technology, ensure that all students, including those with learning needs and identified gifts and talents, can profit from school offerings and that all students are challenged by the content of their courses. D11iv. Professional training is provided for all teachers to ensure that they differentiate teaching to meet the needs of all students. Future Aspirations D11i. How does the school apply methodologies used in the support of

exceptional learning needs, gifts and talents to raise the level of challenge for all students? D11ii. How does the school collaborate with other schools to share expertise and to

maximise the provision of learning support for students in the wider physical or online communities? D11iii. Does the school consider: an adaptive curriculum; flexible scheduling; and flexible staffing in order to provide a creative and challenging learning experience for all enrolled students including those with exceptional needs, gifts, and talents?

### Self Ratings

Met

### Response

#### Lower School

TASIS Lower School benefits from a strong Learning Support department working closely with teachers, parents and students. The Lower School employs a 4/5ths Learning Support Teacher and a full time Learning Support Aide, whose roles and responsibilities are clearly defined in the whole-school [Learning Support handbook](#). All Lower School teachers are

qualified, with elementary experience. The Learning Support staff engage with ongoing training suitable to their positions, often in response to current student needs, for example the [recent Colorful Semantics course](#) and the Learning Support staff regularly update class teachers through [professional development training](#). As part of their role within the Child Study Team, Learning Support staff attend [weekly meetings as well as rotational meetings with class teachers, to advise, consult and plan for Learning Support students](#). The Learning Support referral process and responsibilities are laid out in the Learning Support Handbook. Good use is made of local community resources, e.g. Speech and Language and Occupational Therapists, whom Learning Support staff and teachers work closely with, to ensure a whole team approach. The Learning Support Department provides a [variety of resources for students as appropriate](#), working closely with teachers and students on how these can be used effectively. Differentiation training is an ongoing focus, aiming to appropriately meet and challenge both ends of the learning spectrum with a more coherent, consistent approach. Individual, group and grade abilities and needs can be targeted through the use of resources from the above, below, or current grade level. Math pre-unit tests allow for ability grouping and Reading assessments (DRA) help plan next steps in a student's academic journey.

### **Middle and Upper Schools**

Throughout the Upper and Middle School, a robust Learning Support program exists to respond to individualized student needs. In the Middle School, [Learning Passports](#) are developed and shared for select students to assist all stakeholders in providing an enriching and supportive environment that allows all students to access the curriculum and optimize learning. This is continued in the Upper School with [Learning Profiles](#). Multiple full and part-time LRC and EAL specialists are deployed to deliver the programs. Many of these staff work on an individual basis to support the needs of the students and the school. In the Middle School, LRC staff work alongside classroom teachers to provide regular in class support. In the Upper School, the LRC team focuses more on equipping students with the resources and strategies they need to function independently in the classroom. This may include [recommending different apps or technology features](#). The LRC staff ensure that teachers are trained in the use of equipment and technology provided to meet individual student needs, for example Smartboards mirrored on iPads for visual impairment. The LRC team also makes referrals to specialists in the local community. Wednesday morning faculty meetings by Section or Department provide teachers with professional development in EAL

and academic support. Students who do not need Learning support have [multiple pathways available for them to pursue interests and develop strengths.](#)

## Evaluator Ratings

Met

## Evaluator Reason for Rating

Evidence indicated that TASIS England has in place procedures to support the learning of all the enrolled students, including those with specific learning needs, and encompassing gifted and talented students,

In all sections of the school, conversations with the designated staff confirmed that teachers are given suitable training in the use of all equipment, software, and teaching techniques that they will use within their discipline. Teachers are provided with professional development to ensure that they deliver the curriculum effectively in line with the definition of high-quality learning and the identification of students with exceptional gifts and talents.

The lower school teachers, counselor, EAL, and learning support teachers work collaboratively to support all students and particularly those identified with extra needs. Conversations with the members of these teams confirmed their dedication. One student was observed working with an external occupational therapist and cases of support from an external speech therapist were also cited. Appropriate support furniture such as wobble stools and soft bags was observed both in classrooms and in the dedicated learning support area.

At the beginning of each year, placement exams are given to all students in middle and upper school in order to assess their prior knowledge and skills. Based on these and the results of teacher observations and inventories, the staff from the learning resource center (LRC) will determine needs. They provide support for middle school students and direct teachers in the upper school on how to support academic areas with differentiated teaching/learning tools. In the middle school, learning passports are developed and shared for certain students to assist in providing an enriching and supportive environment. This practice continued in upper school where learning profiles are developed.



The curriculum is designed to be rigorous and challenging for all students. Students are encouraged to take part in interactive tasks online both in school using tablets, and at home using Google classroom. This enables them to complete tasks and move forward at their own pace. The LRC team also makes referrals to specialists in the local community. Students who do not need learning support have multiple pathways available for them to pursue interests and develop strengths. The students who have finished their AP requirements in Physics and Calculus can also take the "Beyond AP" courses in Linear Algebra and Multivariable Calculus and Research in Physics.

Specific Wednesday morning professional development sessions have focused on the identification of highly able students. This was directly in response to the CIS Community Survey where a high number of teachers indicated disagreement with the statement, "Teachers receive sufficient training to differentiate teaching to meet the needs of students with learning difficulties."

## **Commendations**

None at this time.

## **Recommendations**

Domain D Standard 11 (Major) - The learning resources team and faculty coordinate to support the needs of all students across the ability spectrum.

## Part 2: Domain D - Standard D12 - Team Evaluation

Students with specific language needs are given support from suitably qualified personnel to gain access to the curriculum and to make suitable progress, relative to their capabilities.

### Ratings Rubric

Team Evaluation Criteria D12i. All teachers and assistants have received appropriate training and use pedagogical approaches which support the specific needs of language learners.

D12ii. The school periodically reviews its admissions policies and procedures and its provision of language support in line with revisions of the school's Guiding Statements and with significant changes in student demographics. D12iii. The school makes effective use of community resources to enhance access to the curriculum for students with specific

language needs. D12iv. The school engages with parents on how best to support the language development of their children, including the language of the home. D12v. The

school recognises, and provides access to, students' mother tongues and the language of the host country. Future Aspirations D12i. To what degree does the school provide

programmes in students' mother tongues and the language of the country in which the school is located? D12ii. How does the school consider and evaluate the applicability of best practices in language teaching in areas and school systems beyond its traditional frame of reference? D12iii. Does the school investigate the association between language and learning and, if so, consider the means to develop its curriculum accordingly?

### Self Ratings

Met

### Response

#### Lower School

The Lower School has a comprehensive English as an Additional Language (EAL) Program designed to identify, support and assess English Language Learners with varying levels of English language proficiency, from the admissions process to exiting the program. The EAL Department provides relevant workshops throughout the year to faculty and teaching staff to address the needs of English Language Learners and works closely with class teachers to differentiate for English Language Learners in the Active Support stage of the program.

Depending on individual needs, students receive additional support in class and attend a Language Acquisition group with students of a similar age and level of English language proficiency. Students are encouraged to use materials in their home language and [translanguage where appropriate, to enable access to the curriculum](#). As outlined in the whole-school EAL Handbook, the EAL Department in the Lower School works closely with the Learning Resources Department to identify and support non-native English speakers with learning differences. The Lower School EAL Department also recommends local resources to support families of English Language Learners both with and without learning differences.

The Lower School recognises the value of the school-family relationship. Parents with children in the Active Support phase of the EAL Program are provided with additional narratives at the end of each trimester. These detail the progress made by their children with regards to the English Language. [Parents are also invited to regular group meetings to explore ways to support bilingualism](#) and understand the different aspects of the EAL program. Lower School also recently started a school-supported German Mother Tongue Club to address the needs of our German-speaking students. TASIS as a whole school responds to changes in demographics of the student population by adjusting the EAL team with qualified personnel to provide additional support when necessary. This has recently included hiring additional specialised teachers in all three sections, in addition to purchasing additional language materials in the home languages of Lower School students.

### **Middle and Upper Schools**

The creation of a whole-school [EAL Handbook](#) that comprehensively details procedures from the admissions process to exiting the EAL program, has ensured that both Middle and Upper School identify, support and assess both new incoming students and rising students moving from one section to the next. [Professional development is provided to faculty and teaching staff throughout the year](#) in both sections and in recent years there has been greater collaboration between class teachers and the EAL team. Changing student demographics required additional qualified teachers to meet the needs of the students in both Middle and Upper School and a collaborative model is in place in certain classes. Students in both sections have a [variety of pathways depending on their level of proficiency in English, and where relevant, their knowledge of their mother tongue](#). Speakers of Spanish and French in the Middle School are eligible to join language classes in the Upper School to

challenge and engage them effectively, if appropriate for the individual student. The [Upper School offers a variety of pathways for English Language Learners including the International Section content-sheltered program](#), Language A classes in the IB program for native or highly proficient speakers of those languages and the option for school-supported self-taught study of other languages, when there are sufficient numbers. Language B courses are also available to students with an intermediate level of language proficiency in the target language. The Upper School offers a four-tiered suite of EAL courses that ELLs take either in lieu of or in addition to a Foreign Language course. These language skills courses are taken with a limited number of sheltered courses. Both the Middle and Upper School host Teacher-Parent conferences and the Middle School offers the families of students in the EAL Program the opportunity to meet and review progress periodically. There is a Parent English class open to parents in all school sections, focusing on the practical communicative needs of parents.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

The process for identification, referral, and provision for students with specific language needs is comprehensive and outlined clearly in the school EAL policy and handbook. Teachers have received some in-house training from the EAL department with particular reference to World-Class Instructional Design and Assessment (WIDA) support program. Books in dual language and mother tongue were evidenced in the library.

The transient nature of the school population has a marked impact on EAL needs particularly in the lower school. Conversations with teachers confirmed the existence of Language Ambassadors in grade 4 who are able to make a valuable contribution in terms of sharing their language and taking on the role of buddies for new arrivals. Video evidence of this happening last year was shared (COVID-19 restrictions do not permit this to function currently). Celebrations of mother tongue assembly, day of languages assembly, and a lower school/middle school assembly on international mindedness week were also shared on video. Teachers cited students being encouraged to use mother tongue languages when writing. Until the health restrictions this year parents facilitated after school clubs in

German and Italian.

In middle and upper school, students are admitted in line with the admission policy within which the language requirements for enrollment are clearly specified. Should a child require language support once enrolled, structures are in place to provide the necessary assistance. Spanish and French speakers in the middle school are eligible to join language classes in the upper school to suitably challenge and engage them effectively.

Based on the CIS Community Survey feedback, students at TASIS England would benefit from more resources related to the development of mother-tongue languages as only 61.1% of the 511 responding students agree or strongly agree that they are being supported in that aspect.

## **Commendations**

None at this time.

## **Recommendations**

Domain D Standard 12 - The senior leadership team investigate the provision of further mother tongue language materials in order to support students whose first language is not English.

## Part 2: Domain D - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

*D3i. Differentiation of teaching and assessment strategies is evident in the classroom.*

*D3ii. Teachers ensure that individual students' needs and learning styles are aligned with assessment strategies.*

- **Curriculum Project:** Implementation of the completed curriculum will help to achieve informed, standards-driven, student-centered learning. Once we have reached the review stage of our curriculum development cycle, we can make intentional and targeted use of the Atlas unit template to focus on areas of teaching and learning throughout the school: for example: differentiation, assessment (as part of new policy development), the teaching of ATLs, intercultural learning, etc.

*D3iv. A school-wide Assessment Policy is in place.*

- **Create a school-wide Assessment Policy:** A whole school assessment policy, planned to be developed in 2020-21, will include an explanation of the differences between assessments of, for, and as learning; our different grading systems in use; guidance and exemplars for best practices; and how we will use assessment data to drive instruction. We plan to seek out and provide professional development for teachers related to the use of scoring guides and rubrics to provide students with clear success criteria,

feedback techniques based on well-founded research, and more.

*D5ii. Students are engaged in their learning in line with the School Mission, Vision, and Values.*

- **Integrate High-Quality Learning:** Explore the definition of High-Quality Learning with our faculty, provide exemplars from within our community and targeted professional development at section and/or department level so that we can include this definition into the school's curriculum plans and observe its progress through the Professional Learning Journeys program.

*D6iii. Students understand the connection between their engagement in a learning activity and assessment results.*

- **Develop teachers' understanding of Approaches to Learning (ATL) skills** across the three school sections as we continue through the next phases of the curriculum development project.

*D7i. All programmes - curricular and cocurricular - provide opportunities for students to experience and learn from a variety of cultures.*

*D7ii. Students can share specific examples of their intercultural learning.*

- **Integrate Intercultural Learning** throughout our curriculum as part of our Curriculum Development Project. The first step in this would be to build on the work to explore our definition of intercultural learning and then build on this as part of curriculum development throughout units of work in all school sections.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

The school's stated planned actions are appropriate at this time. In addition to the integration of intercultural learning in the course of curriculum development and the creation of units of work, the exploration of the school's new definition and its application to all areas of school life should be prioritized. Developing it in its broadest sense to contribute to lifelong learning as per the mission.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.



## Part 2: Domain E - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

TASIS students have access to [experienced, knowledgeable teachers](#), [up to date technology](#), [learning support](#), and [EAL support](#). Small class sizes and an [emphasis on student wellbeing](#) helps to ensure that every student receives the support they need to grow in their individual learning journey.

Student leadership is encouraged in all divisions. Students may participate in the Student Council, Student Leadership Committees, and as House Leaders in the Lower and Middle schools to choose charitable activities, organize events, raise concerns, and seek to effect change in the school. In the Upper School, leadership opportunities include the prefect program, the Student Council, club leadership positions, and varsity sport team captains. The [Upper School Boarding Program](#) fosters the students' leadership and voice through the Student Boarding Committee. The Digital Leadership Program spans all three divisions of the school, seeking student input and allowing students to voice suggestions and concerns regarding digital policies.

Seeking student input and listening to student voice is a priority at TASIS. Students in the Learning Support program are given formal pathways through which to voice their strengths, areas of need, learning goals, and useful strategies. Across the school, students use Tootoot to anonymously share concerns about their own and others' well-being, and the [Student Voice Page](#) on the LMS allows Upper School students to identify locations on

and off campus where they feel safe or unsafe. The school also has formalized complaints procedures for boarding students and parents to ensure all voices are heard.

Four years ago, TASIS England began a journey to [improve its safeguarding policies and procedures](#). Now these procedures are embedded in the fabric of everyday life for faculty, staff, and students. The school provides a rigorous training schedule of safeguarding training. Employees are also required to regularly re-read safeguarding policies and updates.

The school has various programs in place to ensure the overall well-being of our students. The CPOMS reporting system allows sensitive information to be shared securely with relevant, appropriate parties. Students in all divisions take Personal, Social, Health and Economic Education (PSHEE) classes, which are structured for the purpose of educating students on issues like bullying, e-safety and overall safeguarding, and addresses these issues in age-appropriate ways. Each division has a dedicated Counsellor.

The school's [Child Protection policy](#) is reviewed and updated annually by the safeguarding team. E-Safety policies are reviewed annually at a minimum. As part of the child protection structure and successful use of CPOMS, the school liaises effectively with local authorities and child protection organisations. Reports of suspected or disclosed abuse are documented and stored securely and separately from main student records.

The school [anti-bullying policy](#) focuses on determining contextual safeguarding solutions to provide individualized support to affected students. The school updates its policies and training to reflect the changing needs of the student population. This policy is reviewed yearly.

The health, safety, and security of students are of utmost importance to all at TASIS. A nurse is on duty at all times in the [Health Centre](#), and our experienced security team monitors campus physically and via security cameras, keeping campus secure at all times. The safety of students is a priority in every aspect of campus life and is supported in many forms, from regular emergency drills and E-safety training to clearly marked allergens in the dining hall.

Student access to digital media happens with age-appropriate supervision. For instance, younger students leave their school-provided electronic devices at school, while older middle school students may take theirs home for use on schoolwork. Students are taught digital literacy and E-safety, and the IT team uses a firewall system to identify students who may be accessing material of a potentially harmful nature. Each school division has dedicated E-Safety coordinators.

All buildings on campus adhere to the strict regulations required by the UK Government. New-build as well as legacy buildings have endured changes in order to comply with National Disabilities & Disabled Access standards.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

TASIS The American School in England (TASIS England) has provided extensive evidence which was reinforced by conversations with the committee members. The school operates with clear guidelines which ensure student safety and well-being. In addition to following local legislation, TASIS England has developed a comprehensive set of policies and procedures to govern their approach to protecting students in a variety of contexts. It is clear that the school has thoughtfully contemplated the parameters for safeguarding children on campus, off campus, and in the boarding facilities. Moreover, the school has developed an exemplary approach to supporting the mental well-being of the student community.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain E - Standard E1 - Team Evaluation

The school environment is characterised by openness, fairness, trust, and mutual respect to support students' learning and well-being, listen to their views and develop their leadership qualities.

### Ratings Rubric

Team Evaluation Criteria E1i. The school fosters students' leadership and voice, and has channels through which students can give input to the school regarding their learning and well-being. E1ii. Service learning, environmental stewardship and community partnerships are areas of focus for developing student leadership and voice. Future Aspirations E1i. Does the school regularly research, identify and implement enhanced practices as, for example, students' peer mentoring programmes, and a regular programme of parent education and engagement in their child's learning and wellbeing?

### Self Ratings

Met

### Response

Student voice and leadership are nurtured and developed in every section of the school. Students from Lower, Middle, and Upper School participate in the [Digital Leaders Program](#), a youth leadership program that empowers students to educate their peers and to help shape school digital policies.

Students at all levels have access to [Tootoot](#), a service that allows students to anonymously share concerns about their own and other students' well-being.

Students in every level provide feedback through the Student Life Survey; the data from this survey is provided to the Student Council, who work with school leadership to formulate an Action Plan based on results.

#### Upper School:

In the Upper School, leadership opportunities include the prefect program, Student Council,

the IB Council, club leadership positions, Admissions Ambassadors, and varsity sport team captains.

The Upper School Boarding Program fosters the students' leadership and voice through the Student Boarding Committee. Boarding student leaders also sit on the Board Boarding Committee. As stated in the Boarding Mission Statement, TASIS encourages and supports students to gain independence, responsibility, respect and resilience through the development of lifelong relationships and shared experiences located in the [Boarding Guide](#).

Students share concerns about their well-being using the [Student Voice Page](#) on the student LMS. This page allows students to identify locations on and off campus where they feel safe as well as in danger. Student Council leaders assist the Director of Pastoral Care in addressing issues that arise from the Student Voice Page.

Students play an active part in shaping school policy; students rewrote the Student Council Constitution in 2018-2019, assisted in redefining the school's Substance Misuse Policy, and sat on the Cafeteria Committee with school leadership and catering representatives.

The school promotes [Service learning](#) through various programs, including the IB Creativity, activity, service (CAS), which is highlighted on our website. Students are encouraged to [deeply reflect](#) on their service experiences.

Upper School students complete roughly [15,000 hours a year of community service](#); they do this through volunteering in the school as Lower School classroom assistants and Admissions Ambassadors and participating in clubs like the Clean and Green Club and Home and Home for Children Club. Student support the local community through work with the local Salvation Army, the local senior living facility, and St. Mary's Church, a community hub that abuts the campus. As an international school, we recognize that our community extends far beyond our borders, and students regularly travel to Romania to work with children and to Peru to serve at a school and an orphanage.

Environmental stewardship is promoted through the student-led recycling program.

The student-led [Thorpe Community Link](#) holds events where students serve tea and cake to the elders of our local community. The community members share their stories and the history of the village where the school is located. The students, in return, share stories from their hometowns, their poetry, and their artwork. Students invite the community members to attend school events (Musicals, May Fair, Instrumental/Choir concerts).

### **Middle and Lower School:**

In the Middle School, the Student Leadership Committee provides an opportunity for students to organize events, voice concerns, and effect change within the middle school ([Middle School Handbook](#) p 7). In the Middle School House system, each house has chosen sports leaders who provide leadership during sports days and serve as a liaison between students and administration.

In classes, students develop their voices through writing [guided reflections on their areas of growth](#), areas of further improvement and goals for each academic subject.

Students who belong to the Learning Support program play an active part in their own learning journeys; in addition to attending meetings where their needs are discussed, they are asked to voice their strengths, areas of needs, learning goals, and useful strategies in the “Student Voice” section of their [Academic Passport](#). Lower School students in the EAL and LRC programs also contribute their voices to their profiles.

Student voice is embedded in every aspect of the Lower School. For instance, in each class’s Morning Meeting, students often have a chance to anonymously raise concerns or issues with the class, and students work together to develop and agree upon a solution.

Further, the Lower School Student Council, Language Ambassadors, and Digital Leaders will be meeting to discuss how to best organize a farewell event in our remote learning environment.

Within the Middle School house system, students nominate and vote for a house charity, organize socials, and work together to create activities for bonding days and house competitions. As a house, students collect donations for the Runnymede Food Bank and

Easter eggs for children at St. Peter's Hospital.

Tied to the house system is the [Community Service Program](#) (CSP), where students earn house points by working with teachers to serve the school community (for example, by stocking and working at the Tuck Shop) or the environment (for example, by collecting classroom recycling or participating in a community clean-up) (Middle School Handbook).

In the Lower School, the Student Council take ownership of the charities that the Lower School supports by presenting on various causes at assembly and then asking for a vote.

This year, the Student Council not only led a charity [food drive](#), but delivered the donations to our local food pantry and assisted volunteers in sorting the donations for distribution.

The Lower School is working on developing and implementing a Service Learning program for the 2020-21 school year.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

Based on evidence provided in the self-study and conversations, it is clear that students at TASIS England are given opportunities to express themselves and develop their own voice with regards to learning and well-being. There are opportunities at the school for students to develop both formal and informal leadership capacities. TASIS England has a variety of channels to foster student agency and leadership throughout the school. This is an area which receives broad support from the senior leadership team (SLT). The current pandemic has limited the scope to which some of these formalized student organizations may operate.

Students at TASIS England have a wide range of options to forge partnerships within the community and demonstrate environmental stewardship. The younger students are given opportunities to serve others such as helping to run assemblies or organizing a food drive. Examples were provided of student-led initiatives from the boarders such as cleaning up a

local church yard. The oldest students participate in creativity, action, and service (CAS) experiences which are student-designed. The committee provided extensive examples of service and environmental initiatives which also included visits to a local home for the elderly, work in support of a local children's hospital, and volunteer work abroad.

There are student councils (or student leadership committee in lower school) in each section of the school. According to the committee, the lower school student leadership committee has been slower to get started as a result of limitations caused by virus mitigation. Complementing these student councils are town meetings designed to bring more students into the discussion.

Within their courses, students are afforded opportunities to reflect upon their own skill development. TASIS England has made efforts to involve their parent community. To this point, there is not a program designed specifically for parent education.

The school has introduced the Student Voice Platform for middle and upper school students and is exploring implementation with lower school students. This facilitates communication between the school and the students. The designated safeguarding lead (DSL) among others, reviews the submissions from students and refer them to the appropriate faculty members. This platform provides students with a vehicle to express themselves. The school is heavily reliant on the Student Voice Platform as the primary driver for understanding student concerns. Working with teachers, students reflect on their skill development within the specific academic areas.

## **Commendations**

Domain E Standard 1 - The senior leadership team and in particular the director of pastoral care for implementing the variety of tools which enhance the level of pastoral care provided by faculty members.

## **Recommendations**

None at this time.



## **Part 2: Domain E - Standard E2 - Team Evaluation**

The school has documented effective written policies to safeguard and promote the welfare of all enrolled students.

### **Ratings Rubric**

Team Evaluation Criteria E2i. The school has in place formal learning programmes related to child protection including areas such as personal safety, grooming, online safety, and healthy sexual behaviour. E2ii. School safeguarding and child protection policies and procedures are subject to an annual, scheduled review and revision. E2iii. The school develops meaningful and effective relationships with external organisations and bodies that are able to provide appropriate support and advice on matters related to child protection. E2iv. All reports of suspected or disclosed abuse and any actions taken by the school are securely archived, regardless of the conclusions reached. E2v. The school gives due regard to building and facility design, layout, designation and use to ensure the safety and protection of students. Future Aspirations E2i. How well does the school research, investigate and implement practices such as: engaging with local community resources, as appropriate within the school's cultural context and its national environment, to, for example: establish a community-based Child Protection team to include medical, legal, social services, counselling and police authorities to assist the school in developing its programmes and procedures and to act as a resource to school personnel when handling specific cases of abuse?

### **Self Ratings**

Met

### **Response**

The school provides a rigorous training schedule of programmes, with a training calendar available on the main LMS page. These programmes range from online courses to small-group trainings on a variety of issues and topics within safeguarding. Faculty and staff regularly update their training via [Educare](#), a program that allows the school to ensure that everyone is up-to-date. The school also requires employees to regularly re-read various policies and updates and to document that reading.

See:

- [Relationships & Sex Policy](#)
- [Staff Behaviour \(Code of Conduct\) Policy for Faculty & Staff](#)
- [E-Safety Policy](#)
- [Behaviour Management, Discipline, and Sanctions Policy](#)
- [Students Missing Education Policy](#)
- [Anti-Bullying Policy](#)
- [Spiritual, Moral, Social, and Cultural Development Policy](#)
- [Attendance Policy](#)
- [Educational Visits and Off-Site Activities Policy](#)

Each section has dedicated E-Safety coordinators. The school also provides an E-Safety Helpline, E-Safety Website, and an E-Safety section of TASIS Times to provide parents with salient information.

Through the [Personal, Social, Health and Economic Education Program \(PSHEE\)](#), the school promotes awareness of personal safety, grooming, online safety and healthy sexual behaviour to all students.

In addition to and support of the PSHEE program, the Middle School implements a Responsive Advisory program, which provides a space and structure for teachers to support middle school students, both individually and as a group, as they develop their sense of self and identity in connection to their relationships with peers.

Through the 2019-20 school year, the Middle School provided a [Digital Citizenship Curriculum](#) to students through lessons in Advisory. Looking forward to the 2020-21 school year, TASIS has become a member of [National Online Safety](#) in order to become a Certified School. Through this program, digital citizenship instruction will be provided by the school E-Safety Coordinators through our existing PSHE program. This is a UK-based program that supports the Keeping Children Safe in Education guidance.

In addition to and in support of the PSHEE program, Lower School classes hold Morning Meetings that follow on from the weekly PSHEE lessons. Morning Meetings follow a [Positive Discipline model](#), and often include a social emotional activity relating to that month's PSHEE theme.

The Lower School also implements The [Core Virtues Program](#), a practical approach to character education. The goal of this program is to cultivate character by promoting basic moral, civic, and intellectual virtues.

The school has a review and update cycle for all of its policies, including its [Child Protection Policy](#) and E-Safety policies, which can be found in the school's [Policies website](#). While most policies are reviewed annually, they are reviewed and updated more often if needed - for example, following a change in legislation.

Faculty and staff receive annual and ongoing safeguarding training, regular presentations from the Designated Safeguarding Lead (DSL), and review Keeping Children Safe In Education (KCSIE), the government's statutory guidance on safeguarding children and safer recruitment, annually.

As part of the child protection structure and successful use of the secure online [Child Protection Online Monitoring and Safeguarding system \(CPOMS\)](#), the school liaises effectively with local authorities and child protection organisations, including the [Surrey Safeguarding Children Board - linked on LMS](#), [Surrey MASH](#), and local police. The school also uses Surrey's Effective Family Resilience Model and adheres to KCSIE 2019.

Reports of suspected or disclosed abuse are clearly documented through the school's CPOMS system. This documentation system is securely accessed, archived and managed by the school DSL, who also keeps detailed case records and manages the interactions between agencies in order to better support the student. All CPOMS entries are confidential and can only be accessed by staff members given authorisation. House Parents are able to access CPOMS with two factor authentication. CPOMS and Child Protection Records are stored securely and separately from main student records. In managing cases, the school follows local authority guidance and [Surrey's Effective Family Resilience Model's "Early Help" guidance](#). See also the [General Records Retention Policy](#).

All buildings on campus adhere to the strict regulations required by the UK Government. Detailed information can be found on the [UK.Gov website regarding school buildings and land guidelines](#).

In addition, great care is taken to ensure proper ventilation, lighting and safety provisions in each building. Our new-build as well as legacy buildings have also endured changes in order to comply with National DDA (Disabilities & Disabled Access) standards found on the [standards for school premises section of the UK Government website](#) as well as [in our evidence folder](#). Special considerations are also taken with facilities that are designated for younger children, adhering to the established regulatory guidelines.

See: [Risk Assessment \(inc. Student Access to Areas of Risk\) Policy](#) All Risk Assessments are available on the LMS.

Electric gates and cameras are placed across campus to monitor and ensure student safety, and the school has a dedicated security team on campus 24 hours a day, 7 days a week.

## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

TASIS England has taken a pro-active and thoughtful approach to child safeguarding and student well-being. The school conducts record checks on employees, ensures appropriate staff training, and enforces effective policies directed towards child safety and wellness. The school voice platform can be used anonymously and helps the school maintain data on the campus locations as well as other points of information. School voice data can be used independently or in combination with other peripheral tools that the school employs for child safeguarding such as the Child Protection Online Monitoring and Safeguarding (CPOMS) system.

TASIS England has a personal, social, health, and economics education (PSHEE) program which helps students learn about online and real-world safety, physical and mental health,

and social relationships. The school uses the feedback from the Smoothwall Internet filtering system, and student voice to make adjustments to the PSHEE topics. As evidenced by the documentation provided by the self-study committee, the school has regular training for staff and has channels for liaising with local authorities on issues related to child protection. The training and mechanisms of reporting safeguarding matters by staff and students demonstrates a commitment to the safety of the community.

At the time of the visit, there were several programs in use throughout the school and, while these programs are compatible, delivery and data-gathering could be streamlined with more vertical articulation.

Conversations with teachers and the commentary from the self-study committee indicated that further alignment between the Core Values Program and PSHEE would build coherence.

TASIS England has allocated a space on campus for student well-being. This space has purpose-built furniture and peripheral support materials which help students practice mindfulness and, as needed, worship. While the current pandemic has necessitated that this space be used for other purposes, it is clear that there is a pervading commitment to student safeguarding and well-being among the SLT, faculty, and staff at TASIS England.

The evidence suggests an improved rating from that indicated by the school.

## **Commendations**

Domain E Standard 2 - The senior leadership team for the strong emphasis that has been placed on providing a culture of safeguarding that is central to the life of the school.

Domain E Standard 2 - The senior leadership team and faculty for delivering a program which not only supports the physical safety of TASIS England students, but takes a proactive approach to addressing their emotional well-being as well.

## **Recommendations**

None at this time.



## Part 2: Domain E - Standard E3 - Team Evaluation

The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and health records.

### Ratings Rubric

Team Evaluation Criteria E3i. The policy and procedures for the well-being of students are effective. They are reviewed regularly and evaluated with the specific needs of all students in mind. Future Aspirations E3i. How does the school consider the specific needs and wellness of students according to their individual needs?

### Self Ratings

Met

### Response

The school has various programs in place to ensure the overall well-being of our students. The [Child Protection Online Monitoring and Safeguarding system \(CPOMS\)](#) reporting system allows sensitive information to be shared securely with relevant, appropriate parties. The Personal, Social, Health and Economic Education Program (PSHEE) program is structured for the purpose of educating and making students aware of issues like bullying, e-safety and overall safeguarding, and addresses similar issues in age-appropriate ways in each division. Each section has a dedicated Counselor with an additional Upper School counselor joining in 2020-2021.

In weekly meetings, each designated sectional safeguarding team reviews the status of at-risk students; the teaching team is updated once actions are put in place. The effectiveness of these actions is evaluated through input from teachers, counselors, nurses, EAL and LRC personnel.

The school anti-bullying policy focuses on determining contextual safeguarding solutions to provide individualized support to affected students. Recent anti-bullying training has focused on the needs of LGBTQ students as the school updates its policies and trainings to

reflect the changing needs of the student population. This policy is reviewed yearly.

The school's [behavior reporting systems can be found on the Learning Management System \(LMS\)](#); teachers are able to both log behavior issues and commend student behavior; the school encourages a 3:1 positive to negative reporting ratio.

The school has formalized complaints procedures for boarding students and for parents to allow feedback to inform decisions.

Built into the child protection policy is the need for its constant review and revision; these reviews are to include reviews of its efficacy (Page 2). The Health Centre policy also builds in the need for review, looking at efficacy and implementation (page 2).

In response to feedback, the school opened a dedicated Well-Being Centre in 2019, providing students access to a quiet space for meditation or reflection, access to wellness apps and programs, and time to meet with a counselor or learning support in a relaxed atmosphere.

Policies regarding the following can be found on the school website:

- [Anti-bullying](#)
- [Child protection](#)
- [Complaints procedure - boarders](#)
- [Complaints procedure - parents](#)
- [Behaviour management, discipline, and sanctions](#)
- [Educational Visits. School Journeys and Site Activities Policy](#)
- [E-Safety Policy](#)
- [Fire Safety Policy](#)
- [First Aid Policy 2019-2020](#)
- [Health and Safety Policy](#)
- [Health Center Policies and Procedures 2019-2020 - Inclusive of Administration of Medication](#)
- [PSHEE Policy](#)
- [Spiritual, Moral, Social, Cultural Development Policy](#)



## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

TASIS England has a clearly-written set of policies and procedures which effectively address all aspects of child protection and well-being. The school has been involved in a series of external evaluations which required introspection and self-study. This has supported the regular review and evaluation of their policies and procedures. It can be expected that when TASIS England has returned to a normal cycle of self-study and accreditation, regular review will also be restored with longer time frames.

The extent to which TASIS England has leaned into giving students positive behavioral notifications is particularly impressive. Based on conversations with the SLT, there are at least three positive behavioral notifications given for any single negative behavioral referral.

The extent to which TASIS England is committed to ensuring the physical and emotional well-being of all students and conversations with committee members and students has reinforced that the school is proactive in protecting those who may have been traditionally marginalized. Class observations and discussions with the SLT reinforced that the school does not shy away from topics related to social justice or the rights of the LGBTQ community. The recent adoption of an equality, diversity, and inclusion group that is representative of the community as a whole, highlights the commitment to recognize and challenge preconceptions and unconscious bias.

The evidence suggests an improved rating from that indicated by the school.

## Commendations

Domain E Standard 3 (Major) - The faculty and staff for their commitment to ensuring that all students at TASIS England feel that they belong.

## Recommendations

None at this time.

## Part 2: Domain E - Standard E4 - Team Evaluation

The standards of health, safety and security are supported by written policies and effective procedures, which exceed, where possible, local regulatory requirements.

### Ratings Rubric

Team Evaluation Criteria E4i. The school has developed a critical incident management handbook which is regularly reviewed and updated with input from local authorities or other experts. E4ii. Procedures are in place to evacuate to an offsite location if necessary. Future Aspirations E4i. How effectively and systematically does the school review all emergency procedures, identify and implement enhanced emergency procedures using information available from expert sources?

### Self Ratings

Met

### Response

The school has a [Crisis Management Plan handbook](#) which can be accessed directly from the school's Learning Management System. The Crisis Management Committee "Meet periodically to discuss security issues of the School and to review the Crisis Management Plan and to address any related concerns and developments" (Page 5). This document is updated annually or as often as needed. Latest update is August 2019.

Recent updates to the Crisis Response Manual include a review of the school's response to a pandemic, guided by best practices in other schools and UK Government advice.

The security team are in constant contact with the [National Counter Terrorism Security Office](#) and receive communication and guidance which helps in updating and reviewing the Crisis Management Plan. NaCTSO have also been on site, attended a Crisis Management Committee meeting and held training courses for the Committee and Security Team.

Crisis Management Plan contains forms authorised and suggested by NaCTSO, like the Bomb Threat Form, advice on developing Lockdown Procedures.

Networking with Security Managers of American Schools in the area along with attending meetings/training sessions at the American Embassy also contribute to the development of procedures and policies applied through the CMP.

GF Fire Solutions perform annual fire risk assessments, and the school as a whole performs quarterly fire drills, bi-annual evacuation drills, and an annual lockdown drill. Each drill is carefully reviewed by the Heads of Section and Head of Security to ensure that any issues are addressed before the next drill.

The school has an established agreement with Thorpe Park (Theme Park owned and operated by The Merlin Group). Procedures describing the stages and contact details in case a whole campus emergency evacuation from TASIS to Thorpe Park can be found on page 57 of the school Crisis Management Plan

The executive team and security always carry a school phone as a procedure to be in close contact should an emergency occur. Emergency notifications for parents and staff are tested twice yearly through the school's Emergency Communications Systems to ensure both the effectiveness of the system and the accuracy of parent, staff, and faculty contact details on record. The evacuation plan is outlined within the Crisis Management Plan.

## **Evaluator Ratings**

Met

## **Evaluator Reason for Rating**

TASIS England has handbooks and protocols to govern the school's crisis response. It was noted that the school has shown itself to be incredibly flexible and responsive to crisis mitigation. This was further evidenced by the manner in which TASIS England adapted in the face of the COVID-19 pandemic.

The Crisis Management Plan (CMP) Handbook outlines the specific steps to be taken for a wide range of emergency scenarios. The procedures are re-evaluated on a regular basis by the crisis management team.

TASIS England connects with the local authorities to inform updates to the CMP Handbook. The school has a contingency plan should the need arise to evacuate the campus.

The commitment of the staff at TASIS England was reflected in the fact that critical campus works were largely carried out on schedule despite limitations due to COVID-19, and procedures adapted to remain effective in unusual circumstances. Those faculty and staff members who have responsibilities for boarding students went above and beyond in their support of students during the COVID-19 campus closure.

The school made an impressive and rapid pivot to an online platform that TASIS England made in the face of the COVID-19 pandemic. Conversations with students and faculty indicated that the transition maintained many of the key "check-ins" that occur during an on-campus school day and that this degree of normalcy was vital in the upkeep of school culture and climate during the campus closure.

## **Commendations**

Domain E Standard 4 - The faculty and IT staff for the development of a relevant and effective distance learning plan which supported student learning and well-being during the campus closure from March to July 2020.

Domain E Standard 4 - The maintenance, cleaning, and security staff for their exceptional upkeep of facilities and procedures during the COVID-19 campus closure which ensured students had a campus which supported learning upon their return.

## **Recommendations**

None at this time.

## Part 2: Domain E - Standard E5 - Team Evaluation

The school has policies and procedures in place to provide safety against hazards such as fire, earthquake or intruders: these exceed, where possible, local regulatory requirements.

### Ratings Rubric

Team Evaluation Criteria E5i. To the extent possible, the school is able to support students' learning in the event of school closure. Future Aspirations E5i. How effective is risk assessment and the analysis of near accidents/near misses, and how well does this inform the school as a learning community?

### Self Ratings

Met

### Response

The school has a robust Learning Management System (LMS), which delivers an array of learning content including audio and video live streaming as well as interactive/collaborative capabilities for synchronous teaching and group work. The LMS is designed to be compatible with most file formats. In addition, the integration of the School Google Suite platform enhances/compliments the ability to integrate material with the school's LMS.

Teachers communicate with students via email and the LMS to post assignments and answer questions. Students also have access to library websites/library catalog/subscription databases from home.

In the Middle School, teachers use online resources such as [Membean](#), [Amplify Science](#) and [IXL](#), which allow teachers to assign and collect work, as well as provide feedback, virtually.

To support student well-being students in grade 7 and above have access to the [FlourishDx](#) website, which allows them to track their well-being and provides tailored support and advice.

The Axiom system provides text alerts and updates to faculty, staff, and parents, and the school also uses email for Emergency Communications Systems. These systems are tested twice a year to ensure that the system works and that all contact information is up-to-date.

The systems discussed in this standard have been implemented with much success during the school closure due to COVID-19.

During this time, teachers have used all of these tools to provide instruction, feedback, and support to students.

Students in grades 3-8 are provided with a Chromebook and charger to allow them to access school resources from home. Students in the Lower School were also provided with a school iPad.

Teachers meet with students via tools such as Google Meet in classes, small groups, and one-on-one settings. Teachers and leadership also meet to collaborate and discuss the best ways to support students who are having difficulty adjusting to remote learning, and parent-teacher conferences have been held virtually. Student support services are fully functional and systems are monitoring the wellbeing and engagement of students. Additionally, the school is surveying parents, students, and faculty in each section in order to adapt and develop an even more effective online learning environment.

The school has created and implemented a COVID-19 safeguarding policy, [Risk Mitigation Plan](#), and risk assessment and created a COVID-19 safeguarding risk register.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

As evidenced by the recent campus closure due to the COVID-19 pandemic, teaching and learning at TASIS England was able to continue with the migration to online learning platforms. This pivot resulted from the expertise and effort of a variety of community members. TASIS England's SLT coordinated with teachers, IT team, and division managers

to ensure that students had a comprehensive and robust alternative to on-campus instruction.

Due to the composition of the community, TASIS England had, and continue to have with limited numbers, the added challenge of supporting students through asynchronous as well as synchronous learning tools. As referenced earlier in this report and evidenced through conversations with faculty, students at TASIS England were given the systems, training, and peripheral support tools needed to continue with their learning. It is clear from the interactions with members of the community that the success of this migration was bolstered by the school's ability to ensure that individual outreach and social-emotional support were preserved.

## **Commendations**

Domain E Standard 5 - The director of pastoral care and the safeguarding team for their extensive outreach to support student well-being during the pandemic.

## **Recommendations**

None at this time.



## Part 2: Domain E - Standard E6 - Team Evaluation

The school provides health care and health education to support students' well-being and enhance access to learning opportunities.

### Ratings Rubric

Team Evaluation Criteria E6i. The school facilitates school community awareness and understanding of local health services, local health requirements and potential health concerns. Future Aspirations E6i. How does the school play an advocacy role in understanding and responding to potential health hazards in the local and broader community?

### Self Ratings

Met

### Response

Students, parents, and teachers receive a wealth of information regarding physical and mental health.

[Information from our local NHS](#), and [from our TASIS Health Center](#) is shared with parents in order to safeguard their children.

In addition, information posted in boarding houses. Health centre sends out emails regarding relevant health concerns (hand washing during cold and flu season, etc). Much of this can be found in the Noticeboard for boarding houses. Alerts are sent out to ALL TASIS emails by the Health Center when there is an issue of concern.

- [TASIS England Health Center Policies and Procedures 2019-2020 - Inclusive of Administration of Medication](#)
- [TASIS England First Aid Policy 2019-2020](#)

The TASIS Health Centre has full-time nurses, with a nurse on duty 24 hours a day, plus a partnership with a local GP surgery. The GP is available on campus, for boarders, twice a

week. Middle School and Upper School students can receive age-appropriate vaccinations. Each division has a dedicated counsellor to support student mental health and well-being. In addition, the school provides a Wellness Centre with access to quiet rooms for meditation or prayer. Learning Support teachers and school counsellors also have hours in the Wellness Centre where they are available for student support. The GP, nurse, and/or counsellors make referrals to local health services if needed.

PSHEE classes at all levels address various health-related topics. TASIS libraries carry books about health, wellness, and nutrition. The cafeteria provides healthy food options, as well as notices and displays of allergies and nutritional information. The Health Centre and Catering have a bulletin board promoting healthy habits and choices.

In addition, in light of the COVID-19 Pandemic, the school has maintained a consistent flow of communication and information with parents and the entire community. The school has been meticulous in providing information and actions to mitigate against the spread. This included an orderly and well-managed closure of the school as well as to support our community in the online learning environment. During this closure, the school has had to host 14 students and 1 alumna who could not reunite with their families due to border closures and flight restrictions.

## **Evaluator Ratings**

Met

## **Evaluator Reason for Rating**

TASIS England provides students with access to qualified health professionals and a relevant program of health education. For day and boarding students, there is a qualified medical professional available around the clock. Health professionals at TASIS England engage in a variety of duties related to ensuring the physical well-being of students as well as supporting their understanding of potential health hazards in the community.

Medications, allergies, and other health alerts are communicated to those with a need to know in accordance with the General Data Privacy Regulations (GDPR).

As noted earlier in this section, the PSHEE curriculum addresses the health topics which are age-appropriate and pertinent to the development of healthy attitudes and behaviors. Information from the CPOMS platform is fed back to the PSHEE team to address topics which may be more prevalent among specific student groups. There was direct student involvement in the design of the school's prohibited substances policy.

As referenced in the report provided by the self-study committee, the school regularly communicates with the community on relevant health information which could impact the broader community. Again, this was an area which moved from a potentiality to an actuality with the onset of the COVID-19 pandemic. The school has a crisis management team which provided clear and consistent information to support community virus mitigation efforts and coordinated with the school nurses. Conversations with the nurse did not provide evidence that the health professionals at TASIS England play a central role in areas such as virus mitigation, health education, or communication with the relevant local health authorities.

## **Commendations**

Domain E Standard 6 - The senior leadership team with specific reference to the director of pastoral care for allocating personnel, space, and online resources to support student well-being.

## **Recommendations**

Domain E Standard 6 - The senior leadership team ensure that the health professionals at TASIS England take a more direct role in liaising with local health authorities.

## Part 2: Domain E - Standard E7 - Team Evaluation

There is an effective and implemented written policy and procedures, including risk assessment, to support the health, safety and security of students on activities outside the school.

### Ratings Rubric

Team Evaluation Criteria E7i. The school works with the appropriate safety authorities to regularly evaluate and renew its external activity risk procedures in light of changing conditions and circumstances. External activity risk procedures are shared with community partners, e.g. athletic associations or MUN networks, to ensure consistency of procedures when students are travelling. Future Aspirations E7i. How does the school research, identify and implement enhanced practices in child protection and risk management in off-campus activities?

### Self Ratings

Met

### Response

The school has a robust [policy for educational visits](#), school journeys, and off-site activities (updated September 2019). The school has dedicated persons who oversees the Risk Assessment (RA) for all travel as well as sports activities and events on and off campus. The school's [Risk Assessment Policy](#) can be found on the school's [Policy Page](#).

All external activities and excursions require a Risk Assessment be done and saved in the TASIS England Risk Assessment Repository. External locations are all checked for defibrillators, and all external staff must be trained for at least emergency first aid. Risk Assessments are reviewed every time the activity runs and updated with the latest information from the external provider and/or if we have policy updates. They are also reviewed in the context of participant feedback and incident reports.

Every co-curricular activity has a "team folder" that contains the Risk Assessments - both our risk assessment and the location's risk assessment (if off-site), and coaches receive a [Coaches' Handbook](#) with pertinent safeguarding information, along with [relevant risk](#)

[assessments](#).

For educational travel, third party providers receive copies of the [TASIS Travel Rules](#), [generic travel risk assessments](#), the [Faculty Chaperone Guidelines](#) and the School's [ERP \(Emergency Response Plan for Travel\)](#) so they are aware of our procedures. The school also shares the [official school letter](#), the [TASIS Liability insurance](#) and trip participants' allergies and dietary restrictions with third parties. Overnight trips have a photo page of all trip participants in their trip pack.

The school has a detailed trip process and dedicated personnel both on the trips as well as home contacts to monitor, advise and guide the trip safely through any situation. In addition, [documents are provided for each trip leader that specifies how to respond to situations when on the trip inclusive of viruses, etc.](#)

## Evaluator Ratings

Met

## Evaluator Reason for Rating

TASIS England has a comprehensive set of guidelines relating to risk assessment for all aspects of the curricular and co-curricular programs. The self-study committee provided documents which the school uses to plan and execute field trips and other related off-site visits.

The school's ability to conduct thorough analyses of potential off-campus sites while not restricting the program development was impressive. TASIS England benefits from a wide range of locally-available options. The school ensures that all organizational details of off-site visits are documented and that the planning information is available to trip leaders and chaperones.

The school goes to great lengths to review the safety of installations which may receive visits from TASIS England students. The school also checks on the providers who would interact with students to ensure compliance with TASIS England's expectations. First-aid training and medical supplies are accounted for in the risk assessments and Coaches'

Handbook. All campus visitors are categorized and granted clearance according to a system which contemplates safeguarding training and background.

## **Commendations**

None at this time.

## **Recommendations**

None at this time.

## Part 2: Domain E - Standard E8 - Team Evaluation

The school offers university/college counselling, assessment, referral, educational and career planning guidance suitable to the age/maturation of all the students in its care.

### Ratings Rubric

Team Evaluation Criteria E8i. The school regularly evaluates the effectiveness of its counselling programmes and services using data from the students' profile and achievement. Future Aspirations E8i. How does the school regularly research, identify and implement enhanced practises, e.g. the use of data on alumni as part of the ongoing evaluation process?

### Self Ratings

Met

### Response

In addition to offering college and career counselling services, TASIS employs full-time counsellors in each school section to support students' mental and emotional health. We have hired an additional counselor to support additional services to Upper school and Boarding for 2020 - 2021. The counsellors are also completing a Counseling Services Handbook to define our policy and procedures for counseling and the services we can provide across the school. The counsellors meet regularly with the Director of Pastoral Care to coordinate efforts and evaluate progress. The counsellors also meet regularly with psychology professionals to ensure that they are following best practices. Caseloads vary during the year, but in general, approximately 20% of the students across all grades are supported annually by the counselling team.

College counselling utilizes the [Maia Learning Platform](#) for all four Upper School grades. During the Senior Year, students use it as a daily tool for research, thought process, application process and logging results. These results can range from acceptances, denials, deferrals, scholarships as well as conditional offers. The school provides university visits during the school day for students to meet with the representatives of universities. Career Day is offered annually by our parents to share their expertise with students.

The College Counselling office conducts required one-on-one surveys with each year's graduates to evaluate both their individual successes and the overall effectiveness of the program. The Class of 2019 attended universities in the U.S.A. (50%), the U.K. (30%), and other countries (20%). 99% of the Class of 2019 attended colleges/universities immediately upon graduation. Over 55 scholarships were awarded. However, in addition to our exit interviews with each student and evidence of our matriculation, we plan to develop a confidential survey to provide further data on the effectiveness of our college counselling program.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

Students at TASIS England benefit from a college counseling program which supports them as they choose post-secondary educational options. Results from the CIS Community Survey reflected a slight disparity between the student and faculty evaluations of the effectiveness of the college counseling program.

TASIS England graduates can access college and university options and the school is clear in identifying the entry qualifications needed for each national system.

The college counselors at TASIS England track student enrollment data and strive to keep the program relevant despite the ongoing changes which have resulted from factors beyond their control (such as Brexit and COVID-19).

There was no evidence to suggest that the school leverages the experience of alumni to a degree commensurate with their experience and background. There was limited evidence that the college counseling program is addressing changes to the college admissions landscape due to Brexit and COVID-19.

Student survey data and results from external examinations (International Baccalaureate Diploma Programme and Advanced Placement) indicate that the college counselors at



TASIS England frequently review the program in an effort to ensure that students are clear on the prerequisites and testing needed to access university courses.

## **Commendations**

None at this time.

## **Recommendations**

Domain E Standard 8 - The college counselors address the rapidly changing college admissions landscape that has resulted from external factors such as Brexit and COVID-19.

Domain E Standard 8 - The senior leadership team and college counselors review the means by which they assess the effectiveness of the college counseling program to ensure that potential student concerns are addressed.

## Part 2: Domain E - Standard E9 - Team Evaluation

Those students and families making transitions between divisions of the school, and in and out of the school are supported effectively through advice, counselling and appropriate information.

### Ratings Rubric

Team Evaluation Criteria E9i. The school designates qualified staff with the expertise to plan, implement and evaluate transition activities and programmes for students and families as well as to train and support faculty in the delivery of transition programmes and activities. Future Aspirations E9i. How well does the school research, identify and implement enhanced practices in relation to transitory families, also considering those students remaining at school when others move on?

### Self Ratings

Met

### Response

The Admissions Department, Head of School and Division Heads oversee this process for students and families arriving to the school or transitioning to a new school. Furthermore, the [Tasis Parent Association \(TPA\)](#) “works in close collaboration with the TASIS England Administration and with PIRC, the Parents’ Information and Resource Committee, which offers settling-in seminars, coffees and library resources throughout the school year to help families transition.” This also includes our successful [buddy families](#) program. At the beginning of the year, the school welcomes families with the new family picnic and the new student orientation.

New boarding students are supported in their transition as confidential student files can be provided by the Admissions Department to allow Boarding Houses to best support their new boarders.

The transition from Middle School to Upper School is an important one, and the TASIS Middle School has several programs in place to ease this transition for students. For instance, students with learning profiles visit the Upper School Learning Resource Center to

meet the team and become familiar with the physical space; confidential documents are handed over, and parents are introduced to US LRC coordinator.

We also have programs in place to help students transition to their new lives if they are leaving TASIS. In the Middle School, the MS Counsellor introduces and implements activities and programs to support students who are leaving as well as those who are left behind (RAFT). Parents and LRC students who are leaving the school meet with the MS LRC coordinator, who advocates for those students, completing forms and staying in contact while they are applying to new schools.

TASIS recognizes that every year provides some kind of transition. Returning LRC students are monitored through contact with parents, advisors, and counsellor, along with check-ins with the students.

In our recent CIS student survey, the number of students indicating that they “strongly agreed” with the statement “I felt supported by my teachers when I first started in the school” noticeably increased in 6th and 9th grade, suggesting that in those crucial transition years, students feel especially supported.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

TASIS England strives to support students as they progress and transition within the various sections of the school. The admissions team engages the greater community to provide mother tongue support for new families and help introduce them to the school.

Arrangements are made for new students and families to have “buddies” who serve as grade level student ambassadors for incoming students during orientation and at the beginning of the school year. For exiting students, there is a forward-thinking process which addresses the various emotional and practical needs of students who are leaving TASIS England.

The self-study committee has provided thoughtful analysis of the survey in identifying

patterns related to new student orientation and induction. The timeline for new families to provide health records seemed relatively short, but, on the whole, found that the school has effectively crafted programs for families to transition in and out of TASIS England. Based on conversations with faculty members, the transition between lower and middle school is done effectively and more emphasis can be placed on the transition between middle and upper school. Some of the terminology used in the different areas of the school was not consistent and this is an area for potential review.

## **Commendations**

Domain E Standard 9 - The lower school, middle school, and upper school counselors for designing and implementing a program which supports the unique needs of students transitioning out of the school.

## **Recommendations**

Domain E Standard 9 - The senior leadership team consider ways to strengthen the transition program for students entering the upper school to support student adjustment.

## Part 2: Domain E - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

### Ratings Rubric

There is no Rubric for this response

### Self Ratings

No Rating

### Response

*E1i. The school fosters students' leadership and voice, and has channels through which students can give input to the school regarding their learning and well-being.*

*E1ii. Service learning, environmental stewardship and community partnerships are areas of focus for developing student leadership and voice.*

- **Lower School Service Learning:** In order to continue to foster students' leadership and voice and to ensure that opportunities for service learning are embedded in the school at all levels, the Lower School is working on developing and implementing a Service Learning program for the 2020-21 school year.
- **Upper School Student Leadership:** Upper School student leadership opportunities, while many, need to be reviewed in terms of structure, purpose and collaboration to ensure that all opportunities support our mission, there are clear communication lines in place and they provide for service leadership, advocacy and voice for our students.

*E5i. To the extent possible, the school is able to support students' learning in the event of school closure.*

- **Development of Hybrid Distance Learning:** As the global COVID-19 situation

continues to develop, steps are being taken to ensure that the systems in place to support student learning and wellbeing are effective in the event of continued remote learning; sections are gathering feedback and exploring options to make sure that students are able to flourish regardless of the learning environment. A 'hybrid' online and on campus model is being developed during the summer of 2020 and the school is benefiting from the advice and expertise provided by Global Online Academy. The model must be sustainable and allow for smooth transitions between online and on campus learning beyond this pandemic as it may become a new norm for schools.

*E8i. The school regularly evaluates the effectiveness of its counselling programs and services using data from the students' profile and achievement.*

- **College Counselling Survey:** In order to more thoroughly gather feedback and to document areas of success and areas of development, college counselling is developing a confidential survey to provide further data on the effectiveness of our college counselling program.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

The planned actions in this area are appropriate and speak to some of the primary drivers of the self-study process. By including the school's mission as a driver for analyzing student leadership initiatives, one could expect that TASIS England will build a larger shared understanding of the school's purpose and direction.

As referenced by the self-study committee within this section, TASIS England will enhance the service learning opportunities for students in the lower school. With the onset of the pandemic, the school may find other creative ways to engage with the community. Conversations with students and faculty provided many rich examples of service learning in the midst of the pandemic.

The school has provisioned for the various configurations of teaching and learning that

have stemmed from the COVID-19 pandemic and all indicators suggest that the hybrid learning platform has brought successes that will transcend virus mitigation and become integrated into the teaching and learning practices at the school

In conversations with the various committees and with students, it was clear that TASIS England has made the mental well-being of students a high priority. This scope of support will serve the students at TASIS England well going forward as mental health issues are expected to rise among adolescents around the globe as a result of the disruption to their social norms. In the future, the school may wish to apply lessons learned from the success of the personal wellness program to college counseling.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain F - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

TASIS England continues to be highly effective in attracting and employing faculty and staff of the highest caliber, not only in terms of educational qualifications and related work experience, but also with genuine commitment to embrace the mission of the school to develop students' character, nurture their intellectual curiosity and love of learning, and place the well-being and development of the whole child at the heart of their work.

**(Standard 1)**

This is demonstrated in the CIS surveys when 95% of students stated, "I believe that my teachers are knowledgeable about their teaching subjects" (F1 aggregate result is 88%). According to the CIS parent surveys, more than 90% of parents responded that their children's learning needs are adequately supported by the school (D2). In addition, 94.4% of parents, 99% of Faculty, and 95.4% of students replied positively to the question, "The School promotes a supportive environment for students' learning and well-being" according to students (E1). Faculty and staff are recruited with explicit expertise and qualifications to fill specific openings, and, once employed by TASIS, undertake their own learning journey to stimulate continued professional growth and further develop their skills as teachers, collaborators, and colleagues. In addition to an undergraduate degree, 70% of teaching faculty hold a masters and/or doctoral degree. **(Standard 3)**

The TASIS England organization values differences and diversity among its employees and



deliberately seeks faculty and staff who have studied, lived, or worked in different parts of the world. 95% of faculty supported the statement on the CIS survey, “The cultural diversity of the school community is used to enrich teaching and learning.” The experiences and global outlook of faculty contribute to the multiple pathways available to our students and develop their international mindedness. This leads to students forming enduring relationships and making connections with people and places around the globe. These aspirations are upheld in the TASIS England Mission Statement, which provides clear focus for both continuing and newly hired employees to “nurture intellectual curiosity and embolden each learner to flourish as a principled, open-minded, and compassionate member of a global community.”

With a dedicated and enhanced HR function, TASIS is able to professionally and effectively manage staff recruitment and the employee life cycle. This ensures best practice with respect to recruiting, background scrutiny, contract terms, employee and employer rights and obligations, as well as engaging with new, existing and departing faculty to solicit feedback, which enables us to learn, reflect, and enhance our provision. **(Standard 2)**

Staff recruitment and retention is managed in full accordance with the CIS Code of Ethics, the recruitment aspect is evidenced in the [Safer Recruitment Policy](#) issued in September 2019, which is revised annually. **(Standard 4)** The average length of service among faculty and staff is 8 years. In 2016/17 TASIS experienced 28% staff turnover, but under the leadership of the new Head of School in 2017/18 this was reduced to 9% and was 8% in 2018/19. Compared to 17% which is typical of international schools, the single-digit turnover is a real strength for TASIS England.

In addition to stronger HR recruitment and retention practices, TASIS seeks to retain and strengthen faculty by encouraging continuous professional development, collaboration, and teamwork through our new Professional Learning Journeys of professional growth and appraisal. A similar process has now commenced to extend this learning journey process to staff. The development of these programs has increased accountability, created more cohesion across departments, and afforded individuals the opportunity to reflect, grow, and continue on their own paths as lifelong learners. **(Standard 5)**

The Code of Conduct policy for Faculty and Staff, located in the [Employee Handbook](#),

governs expectations for the performance of all employees, and is updated at least annually and reviewed for legal compliance. **(Standard 6)** All faculty and staff are employed under a written contract, in full compliance of UK employment law, which enumerates salary, benefits and terms and conditions of employment. The School has also recently completed a salary and benefits benchmarking project. At the time of writing, we had planned to use the benchmarking data to evaluate our salary and benefits especially in relation to salaries for less experienced faculty, and to also conduct a review of our pension offerings. Due to the financial impact of COVID-19, this has had to be placed on hold for now. **(Standard 7)**

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

The leadership of TASIS The American School in England (TASIS England), with the support of the board, has invested considerable time, thought, and effort to ensure that policies establish expectations of employee conduct and professional standards which are understood by all. In consequence, these are effective in allowing the school to deliver on the TASIS England mission statement. Thoughtful recruitment and appropriate utilization of qualifications and skills contributes to a clear sense of direction and a professional yet collegial climate in which everyone plays their part. Leadership, faculty, and staff form a collaborative partnership which is evidenced in the engagement and motivation apparent to the evaluation team in numerous virtual Zoom meetings. The introduction of the Learning Journeys appraisal and professional development drives focused and sustainable improvement for the benefit of student learning. The TASIS England board and leadership assured the evaluation team that, once the financial impact of COVID-19 is better understood, the school intends to complete the review of the remuneration package and the publication of salary scales as planned.

## Commendations

Please refer to commendations under individual standards for this domain.

## Recommendations

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain F - Standard F1 - Team Evaluation

The faculty and support staff is sufficient in numbers, experience, qualifications, and competencies.

### Ratings Rubric

Team Evaluation Criteria F1i. There are sufficient numbers of faculty and support staff, appropriately qualified and experienced, to ensure students have the best learning experiences possible in line with the school's curriculum and cocurricular activities. The majority of faculty have advanced qualifications. The majority of faculty have undertaken training specific to the curriculum. Future Aspirations F1i. How are faculty members regularly updating their training, specific to the curriculum and the school's cultural context? To what extent are similar opportunities offered to all staff to support their role in the school?

### Self Ratings

Met

### Response

In addition to university bachelor degrees, 70% of teachers hold a masters and/or doctoral degrees. All Lower School teaching staff hold university degrees in Education. Faculty are employed in sufficient numbers that our [faculty:student ratio is 6:1, an average class size is 10](#). TASIS [Job Descriptions](#) and Person Specifications are tailored to each subject area and include the [teacher professional standards](#). All faculty are required to carry out 2 sessions of 90 minutes each, per week of sport or extra-curricular activity. Additional student support staff are employed in the areas of counseling (4), learning support (5), classroom assistants (3), English as an additional language (6), technicians (3-art, theater, science), community service (1), educational visits (1), activities (3), as well as administrative staff. [An overview of the School structure is uploaded.](#)

In addition to faculty and staff, professional coaches are used to provide students throughout the school with [diverse, enjoyable and safe extracurricular experiences](#) to supplement the high quality of education they receive in the classroom. All coaches are

taken through the same safer recruitment checks as direct employees, ensuring that appropriate qualification certificates are seen and references returned which confirm historical employment and relevant experience. All coaches undertake the same high-level pre-employment and refresher safeguarding training and policy reading as regular employees. The range and offerings are extensive for a school of our size.

Visual and performing arts extends beyond the classroom and TASIS welcomes established artists and visiting speakers throughout the year. Students are able to engage directly with the artists through gallery talks, presentations and practical workshops enhancing their learning experience. Visitors who engage directly with the students are subject to our Visiting Speakers protocol, as set out in the [Safer Recruitment Policy](#), Section 9; TASIS will obtain such formal or informal background information about a visiting speaker as is reasonable in the circumstances to decide whether to invite and/or permit a speaker to attend the School. In doing so the School will always have regard to the Visitors and Security Policy, the Prevent Duty Guidance and the definition of 'extremism' set out in Keeping Children Safe in Education (KCSIE). Visiting speakers enhance the curriculum and offer valuable opportunities for students to learn from experts in a wide variety of professions.

[Boarding staff](#) are sufficient in numbers for each boarding house, and prep time is supported by House Tutors. To further enhance the provision, new roles of Boarding Support Workers were introduced for the 2019/20 school year. All staff are recruited following UK Safer Recruitment, all receive training related to their roles, in line with the [National Minimum Standards \(NMS\) for Boarding Schools](#).

All employees receive [mandatory safeguarding training](#) throughout the year, and some of which is more specialized according to the role. (Teaching support staff have specialized training relevant to their area of expertise). Faculty who teach AP and IB classes have undertaken [training specific to the curriculum](#). All teaching staff are undertaking [training related to curriculum development](#), specifically with respect to the development of unit plans that are aligned with standards, and use an Understanding by Design framework.

## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

As evidenced by the documents provided, TASIS England is well staffed in all areas, including the boarding provision. The school's organizational structure shows the relationship between leadership posts across, and delegation within, the major areas of responsibility. The administrative staff have extensive professional qualifications and experience which serve to effectively support the operations of the school. Appropriately recruited and trained teams competently and efficiently fulfill their functions in health, maintenance, housekeeping, security, and other areas contributing to the upkeep of the campus and the safety of the community.

The faculty is well-qualified, and the recruitment process ensures that they are supportive of, and ready to contribute to, perpetuating the mission of the school. The person specification is comprehensive and includes reference to experience with curriculum planning and international education. The majority have additional Masters or PhD qualifications, and a degree in education is a prerequisite at the lower school level. There are also a suitable number of qualified academic support and counseling staff.

The recent increase in boarding staff and the review of their responsibilities aims to create a high-quality "home from home" experience for the boarders. The delivery of the many co-curricular and extracurricular activities, detailed on the TASIS England website, is supported by suitably qualified and appropriately checked coaches, trainers, and other professionals. Educational and service trips are organized in cooperation with appropriate specialized agencies.

Staff training opportunities are manifold within the organization and the schedule published in the learning management system (LMS) shows that there are regular mandatory updates and refresher courses, in particular those related to health, safety, and child protection. The required training for delivering the IB and AP programs is undertaken. A three-year curriculum review started in 2018 involves all academic staff. The Learning Journeys concept of professional development encourages all employees to remain up to date in their respective fields.

The evidence suggests an improved rating from that indicated by the school.

## **Commendations**

Domain F Standard 1 - The board and the head of school for ensuring that the staffing needs of the school are well met through teams of appropriately qualified and experienced employees.

## **Recommendations**

None at this time.

## Part 2: Domain F - Standard F2 - Team Evaluation

Prior to the appointment of all staff (including volunteers), appropriate background checks have been carried out to confirm their identity, medical fitness, right to work in the country, previous employment history, character references and, where appropriate, qualifications and professional references. This information has been taken into account in determining whether their appointment will be confirmed.

### Ratings Rubric

Team Evaluation Criteria F2i. Regular background checks are undertaken for all employees and volunteers. Future Aspirations F2i. How is the effectiveness of regular background checks and referencing for all employees routinised, embedded into school practices and procedures and evaluated?

### Self Ratings

Exceeded

### Response

All faculty and staff are appointed in strict accordance with our [Safer Recruitment Policy](#), which includes a rigorous protocol of safer recruitment checks including Disclosure and Barring Service (DBS) checks, Teaching Regulation Agency checks, right to work status, personal identity, medical self-declaration, qualification and employment history verification, and personal interviews. The School maintains a Single Central Record (SCR) of all relevant and fully evidenced recruitment checks for all faculty, staff and volunteers and is fully compliant with UK statutory requirements for the SCR, this is evidenced by the recent [Independent Schools Inspectorate \(ISI\) Regulatory Compliance Inspection Report dated May 2019](#), in which the School met all of the standards with no recommendations.

The Human Resources (HR) function has been upskilled and includes an Executive Director, Recruitment and Relationship Management and Head of HR, with relevant qualifications and education sector experience, supported by two HR Coordinators with relevant industry experience to ensure excellent compliance with policy and statutory obligations. In addition, the HR team along with a significant number of senior managers who sit on interview



panels are safer recruitment trained. Should employees move to managerial positions with the organization, a further check (s128) is made via the Teaching Regulation Agency.

Annually all faculty, staff, volunteers, contractors and board members must complete an annual Safeguarding Declaration which provides regulatory updates to [Keeping Children Safe in Education \(KCSIE\)](#) for example. This involves updated policy reading and online training.

The Head of School and external consultants audit the SCR regularly, which includes randomized checks of personnel files. Any anomalies which may be identified are noted, and remedial action taken, which may include updates to policies, forms, training etc. All personnel in regulated activity undergo the same remit of checks directly or indirectly (i.e. via an agency), as per our Safer Recruitment Policy. With annual updates to KCSIE and Independent Schools Inspectorate regulatory compliance, the HR team is advised and the updates are rolled out and as such the SCR continues to develop.

A new Human Resource Information System (HRIS) is being introduced and Phase 1 will be implemented by the end of August 2020 and Phase 2 by the end of October 2020. Our current Learning Management System (LMS) cannot support the required HR functionality and the HRIS will enable TESIS to:

- Be compliant with the General Data Protection Regulation (GDPR);
- Monitor and track employee professional development and report on safeguarding related training; and
- Strengthen early engagement for new employees prior to their first day, enhancing their on-boarding experience and helping to boost retention, whilst capturing data for regulatory purposes, facilitating the production of the SCR.

Additionally, new faculty have the opportunity to reflect on their on-boarding and induction process throughout the first year (the probation period stipulated in contracts), which provides regular touch points for reflective and constructive feedback on their journey to strengthen engagement and connection. This enhances what we do annually to induct new faculty and staff and provides a platform for faculty and staff to begin the Professional Learning Journey.

## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

The TASIS England Safer Recruitment Policy and the procedures put in place by the human resources team conform with the UK statutory requirements for regular and thorough background checks, including Disclosure and Barring Service (DBS) and overseas checks, being undertaken for all employees and volunteers. The successful Regulatory Compliance Inspection (RCI) from the Independent Schools Inspectorate (ISI) in 2019 confirms this. Interview panels include safer recruitment trained personnel.

The completion of an annual Safeguarding Declaration is required of faculty, staff, and board members. Their signature attests to having read the latest versions of the school's related policies, received relevant online training, and awareness of the contents of external documents such as Keeping Children Safe in Education (KCSE), as well as understanding disclosure requirements. This strengthens the sense of individual as well as collective responsibility for compliance. The school-maintained Single Central Register (SCR) of recruitment checks is kept up to date and externally reviewed, with remedial action taken as necessary to ensure it meets requirements. A safeguarding responsibility is included in the board structure. Volunteers, contractors, visiting speakers, and others not employed directly by the school also undergo or conform to an appropriate degree of checking before being allowed on campus.

In the time since the CIS Community Survey, thought has been given to the more effective implementation and tracking of safer recruitment procedures through the introduction of a dedicated Human Resource Information System (HRIS), which will also allow for periodic background checks to be undertaken more systematically. It will further facilitate compliance with General Data Protection Regulation (GDPR).

New employees are given the opportunity to provide feedback on their induction and integration experience, including the fulfillment of the compliance requirements, allowing adjustments to be made to improving the efficiency of the recruitment process. It was evident from conversations with members of the human resources team that they follow

through diligently to ensure that this service is compliant, effective, and "user friendly".

## **Commendations**

Domain F Standard 2 - The human resources department for continually striving to meet the highest standards in recruitment practice and employee management.

## **Recommendations**

None at this time.

## Part 2: Domain F - Standard F3 - Team Evaluation

The school provides for the continuous professional development of faculty and staff that relates to school priorities, the professional needs of the staff and contributes to the students' learning.

### Ratings Rubric

Team Evaluation Criteria F3i. There is a clearly defined process and expectations for all faculty and staff to receive PD related to the school's identified priorities, and their professional needs, which supports students' learning. Future Aspirations F3i. To what extent does PD create professional learning communities and how effective a learning community is the school as a whole? F3ii. What is the school faculty, staff and administration endeavouring to learn from its students?

### Self Ratings

Met

### Response

A new and clearly defined mission statement was introduced last year which has guided our school's priorities, including professional development for faculty and staff. This is evidenced along with other priorities in the [TASIS Strategic Overview](#) which was shared with all employees in August 2019, and is available to view on our Learning Management System (LMS).

The [TASIS England Teacher Professional Standards](#) (which are incorporated into faculty job descriptions) have been developed and written to align with the mission, commitments, and outcomes and all goals relate to these standards. During the Professional Learning Journey (PLJ) process, job descriptions are one of the items used to facilitate discussion around goals/objectives which have been met or require further work; areas for growth and development are explored and training opportunities identified. The [Professional Learning Journey process](#) not only seeks to encourage lifelong learning but to embolden each one of us to explore areas of personal and professional growth. In addition to internal professional development, TASIS allocates over £40,000 per annum for external training as shown in the

uploaded [Employee Professional Development Training 2016-2020 document](#). There is a clear and [published process for external professional development](#) with the [application process](#) and budgetary considerations discussed within the [Employee Handbook](#) on pg. 27. Expenditure for this doubled in 2018-19 to upskill and increase employee retention (only 8% employee turnover for 2018-19), to provide outstanding subject knowledge, diversify opportunities offered to our students and to improve teaching and learning across the whole school. TASIS supports professional development via a range of internal and external courses and coaching sessions.

There is a continual cycle of safeguarding training courses offered throughout the year for new and returning employees which are delivered in-house or by external training providers delivering the courses on campus. At the beginning of each school year and throughout the calendar year there is a [published training schedule](#) and new [faculty and staff orientation schedule](#).

Our [Advanced Placement \(AP\)](#) and [International Baccalaureate \(IB\)](#) teachers are [trained](#) in their subject areas. Our Information Technology (IT) Department regularly carries out [training sessions for the LMS](#). For the recent curriculum development project, [training was designed and implemented by the Curriculum Coordinators](#) and in addition to the budget for Professional Development, the Foundation Board has provided £100,000 per year for three years for the curriculum development program.

Additionally, professional development opportunities for staff are now being formally identified through the Learning Journey Program which was rolled out in January 2020. Historically most external training was informally identified through 1:1 discussion, and identifying specific skill shortages within departments. The Learning Journey Program will assist with formally identifying areas for training and/or acquiring professional qualifications. This will better support the business and operational needs of the School, enhance recruitment and retention of outstanding skilled staff, which is consistent with our engagement and strategic overview. [The professional development opportunities for staff](#) also ensure that they have an opportunity to live the mission statement, which articulates everyone in the community as a 'learner'.

Professional development continues to be reviewed and developed by the Head of the

School and the professional development expenditure for staff has increased since 2016. We would expect another increase for this coming school year (at the time of writing, it is worth noting we may have to re-evaluate due to potential financial implications of the COVID-19 pandemic).

## Evaluator Ratings

Met

## Evaluator Reason for Rating

In the CIS Community Survey, faculty (97 respondents) and staff (54 respondents) agreement or strong agreement to the statements that professional development was supportive and relevant, and that the expectations and process were well-defined, ranged from 72.8% to 87.6%. With the introduction of the Learning Journeys process to guide professional development, expectations are set for all faculty and staff to continue their professional growth and self improvement, partly determined by the school's priorities, partly in response to individual proposals resulting from personal goal setting. These measures to encourage all personnel to take responsibility for contributing to the enrichment of the learning community at TASIS England are beginning to be well-understood and exploited.

Progress made in relation to the school's strategic plan and future challenges to be addressed are shared in faculty and staff orientation sessions at various points of the year. Different workshops support common understanding of areas where the need for improvement has been identified e.g. consistent provision of high-quality learning, continuity through curriculum planning, and sharing of best pedagogical practice.

The evidence provided shows that many opportunities are scheduled for internal and external training aimed at improving approaches to teaching and learning across the school, enabling optimal use of the IT systems, and making the support services more efficient and effective. There is also a continual cycle of safeguarding training courses that has to be undertaken by all employees

The three-year curriculum review, started in 2018, involves all faculty and receives funding

from the TASIS Foundation Board which is distinct from the internally provided professional development budget. Circumstances permitting, the expenditure on the latter, already increased in 2018-19, will continue to grow. The intent to further consolidate and enhance professional development in support of the school's mission statement has been expressed by the leadership and is under way using the Learning Journeys Program to deliver on the training and development policy. Oversight of the process by the board's academic committee also helps to drive forward the belief that all employees can and should develop. The success of the new appraisal model was confirmed in anecdotal evidence heard on several occasions in the course of conversations with faculty and staff members.

## **Commendations**

Domain F Standard 3 - The faculty and staff for their commitment to the Learning Journeys and their implication in professional development opportunities which ultimately contribute to enhancing student experiences in line with the TASIS England mission.

## **Recommendations**

Domain F Standard 3 - The senior leadership team consider how the Learning Journeys process can be further enriched by incorporating opportunities for staff to learn from the students and benefit from their perspective.

## Part 2: Domain F - Standard F4 - Team Evaluation

Staff recruitment and retention is managed in accordance with the CIS Code of Ethics.

### Ratings Rubric

Team Evaluation Criteria F4i. There is a clearly defined policy and procedures statement for staff recruitment and retention in accordance with the CIS Code of Ethics which is widely understood by current and prospective staff. As a direct result, staff turnover does not affect teaching and learning. Future Aspirations F4i. How is the CIS Code of Ethics used and contextualised in the school? F4ii. Is there an ethically sound policy and procedures for the recruitment and retention of staff and how widely is it understood by all members of the school community? F4iii. How is succession planned and managed for the sustainable development of the school?

### Self Ratings

Met

### Response

Staff recruitment and retention is managed in full accordance with the [CIS Code of Ethics](#), the recruitment aspect is evidenced in the [Safer Recruitment Policy](#) issued in September 2019, which is revised annually. There is no single or specific policy pertaining to staff retention; however a [new Faculty and Staff survey is conducted each year](#) to acknowledge areas of good practice and highlight potential areas of improvement. The average length of service among faculty and staff is 8 years. In 2016/17 TESIS experienced 28% staff turnover, but under the leadership of the new Head of School in 2017/18 this was reduced to 9% and was 8% in 2018/19.

Employee engagement and retention commences as soon as a candidate completes their interview experience and is successful in securing a position at TESIS. They are guided and supported through the on-boarding process by the Human Resources (HR) team. Regular TESIS communications are provided in the form of the TESIS Times or TESIS Telegram which include latest school developments or news. This makes an early contribution to engagement and brings a sense of community in the run up to their first day.



New faculty and staff are guided through an orientation/induction process. In August, just prior to the new school year starting, one week is dedicated to this process for new employees, as this is when we have our largest intake of new hires. It also provides a great opportunity for the newest section of our community to make new connections across the School and start building relationships. For our international hires, a buddy (established TISIS employee) is assigned to ease the transition from their home country to the UK, and provide advice and support to help the individual and their family to familiarize themselves with the local area and UK living. For employees starting mid-way through the year, the same training is delivered and support provided, but is scheduled differently, as school is in session. There are regular touch points throughout their first year focused on different phases of recruitment from hiring through to the first 6 months, [to garner feedback](#) and to strengthen engagement and connection.

Faculty and Staff [Flourishing surveys](#) are conducted each year with [wellbeing and mental health courses offered to all employees](#). A benchmarking exercise has recently been completed to be sure the School is competitive in relation to salary and benefits for all employees (evidence can be provided). Salary and benefits are communicated annually by letter to all employees. The [salary and benefits statements](#) have been developed to show clearly and transparently not just salary information but information on the great benefits employees receive. Statistics are readily available to confirm that [faculty and staff retention](#) has maintained its level of improvement highlighted in the preliminary report and does not affect teaching and learning.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

A professional recruitment procedure ensures the employment of suitable candidates and engages with them prior to their arrival on campus. New hires spoke of a supportive integration process. The detailed Safer Recruitment Policy conforms to the CIS Code of Ethics, and direct reference to it and the UN Convention on the Rights of the Child is included in the Employee Handbook. The school is committed to the best possible care and

education of its students whilst providing a supportive and engaging working environment to all its employees. All job applicants are considered equally, consistently, and fairly and suitable pre-employment checks are required to ensure the employer's legal compliance in all aspects of the recruitment process.

No formal reference is made to retention in a policy document, but there are initiatives in place. By sharing school communications in advance, monitoring transition and adaptation through feedback and opportunities for reflection, and publishing regular flourishing surveys, staff are made to feel integrated and cared for, which in turn is likely to contribute to good retention levels. The reorganized leadership and board have also created greater satisfaction and trust in school structures. More consistent curriculum documentation will result from the curriculum development plan which will allow for smoother transitions in teaching and mitigate the effects on student learning in the event of faculty turnover.

## **Commendations**

None at this time.

## **Recommendations**

None at this time.

## Part 2: Domain F - Standard F5 - Team Evaluation

The appraisal/performance management system is defined and implemented for all faculty and staff, based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training which is linked to appraisal outcomes and other school priorities for students' learning.

### Ratings Rubric

Team Evaluation Criteria F5i. All faculty and staff understand the performance evaluation policy and procedures and are entered in the process. There are clear links between performance evaluation, the school's priorities and CPD. Future Aspirations F5i. How effectively does performance evaluation inform the continuous development of the school as well as the individual? To what extent is the process continuous?

### Self Ratings

Met

### Response

This standard has been met for Faculty through the [Professional Learning Journeys \(PLJ\) program](#), which was created in conjunction with Faculty representatives and launched for the 2018/19 school year. The Professional Learning Journeys program is designed for professional growth and includes an appraisal system. There are also specific objectives to increase the number of classroom [observations](#), extend pedagogical conversations through [goal setting](#) and [reflections](#) (see [example](#)) and enhance collaboration between:

- Teacher to Teacher
- Department Heads to Teacher
- Head of Section to Teacher

The PLJ includes separate tracks for new teachers, returning teachers, and teachers requiring further intervention or support: The Appraisal Process, the Professional Learning Process, and the Evaluation Process. Expectations for all teaching faculty are explicitly

identified in the [Teacher Professional Standards](#), which are part of the job descriptions of the teaching staff. The PLJ links with the professional development (PD) applications and the school's strategic plan. Applications for PD also complement an individual's learning journey.

The TASIS England [Professional Learning Journeys Program for staff](#), which is a similar appraisal program, was introduced in the second half of the 2019/20 school year. It is based on the belief that all administrative staff members can flourish and contribute to our learning community. The program for staff includes three processes: Probationary Period, Professional Learning, and Performance Improvement. The Probationary process applies to all staff members new to TASIS and is characterized by transitioning into and contributing to the TASIS England community. The Professional Learning Process applies to all administrative staff members who have successfully completed their probationary period, and it is characterized by [facilitated learning](#) and [development](#). The Performance Improvement Process (PIP) may apply to any staff member who experiences substantial difficulty meeting the requirements of their job description. The process is characterized by required learning and support and when successfully completed the employee transitions back to the Learning Journey.

## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

Performance evaluation forms an integral part of the Learning Journeys process, which was introduced for faculty in 2018-19. It includes specific objectives, goal setting, and enhanced collaboration between teachers and with department and section heads. A three-phase approach to shared, facilitated, and required learning is appropriate and adapted to teachers at different stages of their career. Clearly articulated teacher professional standards provide a check-list for appraisal as well as priorities for professional development. Through individual reflections on the Learning Journeys Program, reviewed with a line manager or facilitator, teachers examine progress made on goals in relation to school strategy and contribution to an environment that promotes student learning, as well as discussing further training opportunities.

A similar process has been developed for boarding, operational, and administrative staff, introduced in early 2020, to evaluate and support them during the probationary period, encourage goal related professional learning as their role develops, and contribute to performance improvement to counter any identified weaknesses. This acknowledges the part they are able to play in maintaining a successful organization focused on education and the value of ongoing development.

By applying comparable systems of performance evaluation and goal setting to faculty and staff, the active participation of all employees in the overall improvement of the school as a community is encouraged. At the time of the CIS Community Survey, the Learning Journeys Program had not yet been introduced for staff. This would probably explain the much higher percentage of faculty (more than 80% of the 97 respondents) agreeing that the performance management criteria and processes were understood and consistently applied, compared to the responses from the staff (ranging from 55.5% to 77.8% of the 54 respondents across the three related questions). In conversations with representative staff it could be ascertained that they now feel fully involved.

The appreciation for the introduction of the Learning Journeys Program as a common vehicle for appraisal and development, and its value both personally and professionally, was enthusiastically expressed to the evaluation team by employees from all sections of the school.

The evidence suggests an improved rating from that indicated by the school.

## **Commendations**

Domain F Standard 5 (Major) - The senior leadership team for responding to the need for bringing consistency to the Learning Journeys Program across all employees in a continuous manner, which promotes the progress of individuals whilst contributing to whole-school development.

## **Recommendations**

None at this time.



## Part 2: Domain F - Standard F6 - Team Evaluation

Written policies and guidelines establish expectations for the performance of all staff- faculty and support staff -which are applied consistently.

### Ratings Rubric

Team Evaluation Criteria F6i. As well as job descriptions, there is associated documentation (such as a Staff Handbook) to ensure expectations for all staff are understood and applied consistently and widely disseminated. Future Aspirations F6i. How effectively are roles and responsibilities evolving dynamically in relation to changing needs and circumstances? F6ii. To what extent are students involved in evaluating staff roles and responsibilities?

### Self Ratings

Met

### Response

The Code of Conduct policy for Faculty and Staff, located in the [Employee Handbook](#), governs expectations for the performance of all employees, and is updated at least annually and reviewed for legal compliance. The Code of Conduct is reviewed with all employees at least once per year and evidence of this is recorded on Axiom Veracross. As part of [new and returning faculty/staff induction](#), training or refresher training is provided on Code of Conduct and Dignity at Work. All new employees are required to [read six safeguarding policies](#), which are reviewed and updated at least annually to reflect changes in compliance and legislation. All existing employees must sign an [annual safeguarding declaration](#) to confirm they have read, understood and will comply with the revised six policies. The [employment contract](#) for faculty and staff also sets out expectations for the performance of all employees including detail around completion of probationary periods, data security and protection and information around other employment during working hours. Additionally, all [job descriptions](#) contain main responsibilities for each role and safeguarding responsibilities which consistently detail the requirements for every employee. New employees receive their job description at the point their contract is issued.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

Expectations for all staff are well documented and such documentation is reviewed annually. New and returning faculty and staff are given explanations and updates during the start-of-year induction by the HR department, ensuring that employees understand legal compliance, school policy alignment, and individual responsibility in various areas, including child-safeguarding and e-safety. The contract of employment and the job description templates also set forth common expectations of staff behavior and obligations to the school community.

The Employee Handbook includes an organizational chart outlining main areas of responsibility of the SLT. Slightly differing versions provided as evidence over time demonstrate that adaptations have been made to the membership and titles of the leadership and management teams to better meet the needs of the school. SLT job descriptions are comprehensive.

In meetings with a representative group of staff, it was confirmed that staff roles are reviewed and adapted to suit needs, particularly in relation to increased workloads generated by compliance and other important documentation. The position of a health center administrator was cited as an example. The changes that have recently been made in the management, numbers, and roles in the boarding houses, as well as the counseling team, indicate a high level of awareness amongst the leadership team of the importance of allocating appropriate and effective staffing for student well-being. It was shared with the evaluation team that both the adults contributing to the care of the students and the boarders themselves had greatly benefited from the changes and innovations.

## Commendations

Domain F Standard 6 - The senior leadership team for the review and adjustment of the staffing structure of the boarding provision to better meet the identified needs of the boarders.



## Recommendations

None at this time.

## Part 2: Domain F - Standard F7 - Team Evaluation

All staff is employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.

### Ratings Rubric

Team Evaluation Criteria F7i. All staff has contracts (or the equivalent local document which is translated into the employee's home language). F7ii. Salaries and benefits are outlined for all staff in an open and transparent manner, and relate to a published scale. F7iii. Contracts, salaries and benefits are clearly understood by all employees. Future Aspirations F7i. How effective is the placement of any staff member with respect to their qualifications, experience and duties undertaken at school? F7ii. How creative is staff deployment relative to the changing needs and circumstances of the students?

### Self Ratings

Not Met/Partially Met

### Response

All [faculty](#) and [staff](#) are employed under a written contract, in full compliance of UK employment law, which enumerates salary, benefits and terms and conditions of employment. Contracts are reviewed regularly for statutory and UK employment law compliance and salaries are reviewed each year and adjusted accordingly. Employees who live in TASIS owned accommodation, have a [License to Occupy](#) and in addition to their core role, participate in our boarding program.

Annually, all [faculty](#) and [staff](#) are issued with a letter, which contains detailed salary and benefits information. The introduction of a new Human Resource Information System (HRIS) will, as part of employee self-service, provide an overview to each employee of their salary and benefits. The School has a Human Resources (HR) department to support and answer individual questions from employees about salary and benefits. Faculty salaries are based on the number of years teaching experience and [salary bands for faculty](#) exist; however these are not currently published within our community.

The School has also recently completed a salary and benefits benchmarking project. Benchmarking helps us to understand how competitive we are in the marketplace, identify fluctuations and trends and assists the School in making the right decisions in terms of salary management and overall financial management of the business. Comparing pay and benefits against those offered by competitors and adjusting our total reward package can have a significant impact on TESIS attracting and retaining talented and skilled people. Due to the sensitive nature of the benchmarking information, evidence of this can be requested from the Executive Director, Recruitment and Relationship Management.

At the time of writing, we had planned to use the benchmarking data to evaluate our salary and benefits especially in relation to salaries for less experienced faculty, and to also conduct a review of our pension offerings. Due to the financial impact of COVID-19, this has had to be placed on hold for now.

The School has met every aspect of this standard apart from one, the publication of faculty salaries. As a group, we decided that on this point alone, we had no other option but to indicate the standard had only been partially met.

## **Evaluator Ratings**

Not Met/Partially Met

## **Evaluator Reason for Rating**

The human resources department staffing and policies have been strengthened in the course of the self-study. Contracts are clear and conform to statutory requirements. Salaries and benefits are communicated to staff on hiring and at regular intervals thereafter. The HRIS platform will allow staff to consult their employment details and terms directly once it is fully operational.

Despite a major plan for greater transparency on salaries, this has remained a work in progress. The board and leadership have begun the process of developing a salary policy and remuneration package to be included in the general employee information. Extensive benchmarking has already been undertaken and the intention is to prepare a salary scale

for publication later in the academic year. At present, annual personalized Staff Salary and Benefit Letters, which include a detailed salary breakdown and benefits listing, are issued. These provide transparent information to employees individually, but do not allow for confirmation that these are equally available and consistently applied to everyone.

## **Commendations**

None at this time.

## **Recommendations**

Domain F Standard 7 - The board and senior leadership team seek to fulfill their commitment to formalize and publish the TASIS England remuneration package, including salary scales, in a format that is accessible to all employees thus increasing transparency on fair application of benefits and illustrating potential salary progression.

## Part 2: Domain F - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

*F2i. Regular background checks are undertaken for all employees and volunteers.*

- **The Human Resource Information System (HRIS)**, to be implemented by late 2020 with employee self-service rolled out in 2021, providing early engagement for newly hired personnel who will start their TESIS journey prior to their first day.

*F3i. There is a clearly defined process and expectations for all faculty and staff to receive PD related to the school's identified priorities, and their professional needs, which supports students' learning.*

- **Professional Learning Journeys Program:** Continue to embed our mission, commitments and outcomes into the Professional Learning Journeys program, and incorporate our definitions of high-quality learning and intercultural learning.

*F7ii. Salaries and benefits are outlined for all staff in an open and transparent manner, and relate to a published scale.*

- **Faculty Salary Bands:** Increased transparency has been achieved for all faculty and staff in terms of expectations through the Professional Learning Journey programs and

the Code of Conduct/Dignity at Work. The annual salary and benefit statement has increased employee understanding of total reward package. When we have come through the financial impact of COVID-19, TASIS will look to continue to use this benchmarking data to review and adjust our total reward package in order to attract and retain talented and skilled people.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

The self-study report, and evidence gathered on site, shows that TASIS England's approach to faculty and staff recruitment, employment conditions, and professional training is in line with the standards for this domain. There is a strong human resources team, and the processes in place through the Learning Journeys ensure continued appropriate training and development to meet the school's needs.

The school's planned actions are appropriate for further strengthening its performance in this domain, in which reflective responses to future aspirations already feature. The finalization of plans to publish faculty salary bands and associated benefits as part of the recruitment and retention package should be prioritized.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain G - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

The [TASIS campus](#), covering 46 acres in the picturesque village of Thorpe, Surrey, was established in 1976 by Mrs Mary Fleming. Some of the buildings date back to before the 1800's, providing students with onsite history, but, as the school has grown, new buildings have been sympathetically designed in keeping with the Grade II listing, style and culture of the TASIS campus, to facilitate and encompass modern learning techniques in a light and open environment. The campus is split into North and South.

All our boarding accommodation has been brought up to the same standard, regardless of age of building, and provides secure self-contained accommodation within easy reach of the academic, catering, recreational and sports facilities for students and House Parents.

The North Campus provides teaching areas, student transportation, a 24/7 Health Centre, seminar and study rooms, and indoor sports for all our students, as well as dining and external play facilities for Lower School students.

With the help of in-house facilities departments and auxiliary staff, the school maintains accommodation, grounds and facilities in order to contribute to the flourishing of our students as part of a global community. The safe and secure climate along with the clean facilities helps teachers to fulfill their mission.

The school functions on a structure which is governed by the TASIS Foundation. The Board of Directors and its chairman collaborate with the Head of School on strategic vision and direction. The Senior Leadership Team works with the community and relevant departments to fulfill the school's mission.

Under a [general strategic plan](#) and under constant review, the school has gone through significant development within the past few years, with changes implemented to improve the state of buildings and make them compliant with health and safety regulations. An expenditure and forecast plan for the infrastructure and buildings is given annually, but reviewed or adjusted where changes are either unexpected or superseded.

A safe climate is generated through the embedded emergency procedures which are part and parcel of the [Crisis Management Plan](#). A coordinated and trained Response Team is always ready to intervene in case of any emergency. Fire Alarms, evacuations and lockdown have their accurate actioning procedures and are drilled periodically.

A master document is updated monthly and it includes all health & safety aspects of the operation, from the service of equipment to the status of documents close to their expiry date.

Equipment provided by the school is wide ranging from iPads, Macbooks and Chromebooks for lower and middle school. Upper school students bring their own device which allows students their own choice of learning tools, the infrastructure has grown over the years to allow for the use of these devices. The technical support for school hardware is covered by warranties for the expected life span of the devices in lower and middle school. Where students in upper school have technical issues the students request support via the helpdesk, where the IT Team will attempt to resolve the problem or advise the student of the next steps. All technical support is serviced by a helpdesk.

Training for IT is being developed as team members' skill sets are identified, and where support is required training is identified. The plan for training forms part of the [IT Strategy](#) and that the team is to work towards ITIL for supporting the schools' IT support needs. The Learning Journeys also provide annual reviews of how each team member is developing to the needs of the school and also their personal development.



The vision for IT, which is the IT Strategy, is driven by SLT and IT Services and involves all stakeholders input.

The Health & Safety Committee meets regularly and has Health and Safety Groups which are managing and gathering necessary information. Accidents, Incidents and near misses are logged in by members of the community via a dedicated online form, are assessed and patterns are identified in order to be addressed if required.

The school has contracted a fully qualified and cleared risk assessor who is regularly inspecting all areas and puts forward remedial needed works which are then coordinated by the Estates Manager and streamed to relevant departments. Regular maintenance checks are programmed throughout the year, covering legionella, PAT Testing, service for fire and intruder alarms, gates and access control doors, PA System, etc.

Auxiliary services such as Catering and Transportation play their part in the community and go through the same processes as the regular staff. Their procedures are being reviewed constantly and they are being managed by the schools' senior management. The Catering company operates under a [Quality Policy Statement](#) which stipulates the commitment to provide excellent standards of service by offering products that are safe and not only meet but exceed expectations. The processes are monitored and where appropriate the results are measured and analysed in order to ensure continual improvement.

The catering company is fully committed to adhering to legal and school's recruitment, screening and vetting requirements. Food is stored in optimum conditions and storage temperature is checked and recorded daily, twice a day. Disposal is fully controlled via food production and wastage logs and is executed by fully respecting environmental requirements. Dining areas along with storage areas are cleaned and sanitized before and after each service, the responsibility falling under the manager on duty who fills in relevant opening and closing checklists. A feedback-system is in place, separate from the Students Voice so students can express their thoughts and provide recommendations.

The school operates students' transportation to an exact standard. The operators all hold current operator's license, and all the drivers are PCV licence holders which are

requirements to drive passengers for “hire and reward”. All vehicles are subjected to documented [daily checks by the driver before starting the service](#), and further 6 weekly safety checks carried out by a competent person which is a legal requirement for Operator License holders. All drivers are required to complete training courses with Educare before they can start work at TASIS, and also face to face training with the school’s DSL.

The school also leases three minibuses which are used for leisure and sports activities. The vehicles are inspected before and after each use and checklists are filled in. All members of staff designated to drive students have been MIDAS trained. Exact procedures are in place for student transportation, including headcounts, check that seatbelts are fastened.

Security of the school is provided by a fully trained in-house team which covers all the security aspects, including signing visitors in, monitoring alarms and CCTV, executing fixed and random patrols and tasks, perimeter checks, mail security screening, according to the agreed policies and procedures which are constantly reviewed.

Security of the students and staff along with the premises is covered all throughout the year. The Security Manager is observing industry trends, attends school and boarding security courses and is in close contact with counterparts from other international schools, the local Police and Counter Terrorism Agency all these with the purpose of evaluating and improving the security service provided to the school.

The school has an extensive cleaning schedule, covered by a dedicated in-house trained housekeeping team. They provide 7 days a week full cleaning and housekeeping to all student areas, faculty and academic areas. The times are from 06.30am to 12 midnight.

Housekeeping conducts routine monthly inspections of all areas, and receives plaudits routinely from students, parents and faculty commending the staff on providing such high standards of services.

The Housekeeping Manager and Team Leaders evaluate the services by daily and monthly inspections, H&S audits conducted throughout the campus (evidence of these inspections and audits are contained within the Housekeeping Managers department folders. All information is also provided to the H&S committee.)

All services delivered by cleared approved contractors are assessed by relevant heads of departments and are in line with the school's mission. The contractors go through exactly the same recruitment procedures and receive dedicated safeguarding training, they are also fully involved in all communications and training drills.

Contractors which are not cleared and are visiting the campus are fully escorted at all times by a fully cleared member of staff who is responsible for the visitors throughout their visit. The sign in software system provides all required details of the location where the contractor is working, their vehicle details along with the time they have accessed campus who their host is and when they left campus. Accurate reports are printed in case of emergencies for headcount purposes.

Students are actively involved under the tutoring of faculty and staff members in the recycling process throughout the campus. Boarding students are being constantly consulted and bring their ideas forward with regards to the environmental impact of the activities taking place on campus. The grounds and catering departments are controlling wastage through methods and procedures in place.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

The board and all the community of TASIS The American School in England (TASIS England) take justifiable pride in the school premises. Considerable investment and continual development ensures the provision of outstanding facilities. The physical campus is complemented by comprehensive health and safety policies, procedures, and plans as well as appropriately trained personnel. The school makes full, creative use of its spaces, responding to teaching and student needs. Many of the planned actions from the preparatory report have been implemented, with some in advance of schedule. In the current pandemic the school has taken an exceptionally proactive role in the implementation of stringent health measures.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain G - Standard G1 - Team Evaluation

The school maintains accommodation, grounds, facilities, services and equipment to enable it to fulfil its mission, provide the curriculum in full and offer a safe, secure, clean and healthy environment for the students and adults at the school.

### Ratings Rubric

Team Evaluation Criteria G1i. Physical facilities, teaching and learning spaces and equipment are well maintained and fully support the school's mission and sustain the learning programmes. G1ii. Policies and practices are in place related to building and facility design, layout, designation and use to ensure best practice in child safety and protection. Future Aspirations G1i. How well does the school ensure that the continual improvement of school premises, physical accommodation, infrastructure, equipment and safety is informed by research into best practice? G1ii. To what extent is the school's future planning considering innovative learning practices, internationally-defined rather than defined by the school itself?

### Self Ratings

Met

### Response

The [TASIS campus](#), covering 46 acres in the picturesque village of Thorpe, Surrey, was established in 1976 by Mrs Mary Fleming. Some of the buildings date back to before the 1800's, providing students with onsite history, but, as the school has grown, new buildings have been sympathetically designed in keeping with the Grade II listing, style and culture of the TASIS campus, to facilitate and encompass modern learning techniques in a light and open environment. The campus is split into North and South.

All our boarding accommodation has been brought up to the same standard, regardless of age of building, and provides secure self-contained accommodation within easy reach of the academic, catering, recreational and sports facilities for students and House Parents.

The North Campus provides teaching areas, student transportation, a 24/7 Health Centre,

seminar and study rooms, theatre, art and music facilities, and indoor sports for all our students, as well as dining and external play facilities for Lower School students.

Investment into the campus and its grounds is a continuous program throughout the year to maintain the high standards of teaching, leisure facilities and accommodation. CAPEX budgets and campus projects are monitored closely by the Estates Manager and there is a monthly meeting between the Estates Manager, Executive Director of Finance and Operations, and the Head of School to review progress and budget for both current and future projects. As a result of the pandemic and the UK government lockdown in response many campus development projects have had to be placed on hold. Only essential projects, such as the development of an electrical substation onsite, will continue for the remainder of the 2019 - 2020 school year.

During 2020 - 2022, and in accordance with the desire of the local planning authorities who gave permission for our current boarding house building project in February 2020, we will be creating our next 10 year Campus Masterplan to ensure that the evolution of our facilities aligns with our future strategic planning. With a downturn in enrollment projected by many UK international schools, including TASIS England, we will complete the current Boarding House extension up until it can be sealed and weatherproofed. We will resume building once we have recovered from the enrollment and financial impact that the pandemic will obviously have on the school.

The school deploys Apple equipment across the school to ensure that students and staff have the best equipment for their needs and is rolling out SMART boards across the campus, to ensure that teaching is not dependent on any particular classroom. This equipment highly contributes to sustaining the learning programmes and was invaluable in the school's required transition to an online learning environment in response to Government mandates related to containing the spread of the COVID-19 Coronavirus and social distancing from March 2020.

Our Upper School Library is based in our beautiful Grade II listed former chapel and plans are in place to reinvigorate this space into the centre for the students' learning. Students and members of faculty are commonly working on designing a new vision for the library, one of the first steps being a [survey](#) which treats subjects ranging from the layout and

comfort of the space to genre of books and general use of this culturally inspiring place which contributes to creativity development and not only.

Half of the Middle School Library space contains traditional library shelving, which holds books to read for pleasure as well as materials that support the curriculum. The other half of the library is large enough to conduct classes, along with a variety of devices for students and teachers to borrow (iPads, MacBooks, and iMacs). In addition to the dedicated classes taught in the library, subject teachers bring students to the library to learn research skills, such as the SIFT Method, and to access online databases and websites on the computers.

As with all our libraries, the Lower School uses [software by Follett that manages and runs reports of the material in stock](#). The school is looking to retire books older than 10 years and bring in new books relevant to the curriculum that are of interest, improve accessibility for students and encourage motivation to increase uptake of more reading. The Lower School Library is looking to change the environment, with more modern furniture allowing for a more inviting and comfortable area for its readers to enjoy. The planning for this may be delayed due to the economic impact of the COVID-19 Coronavirus pandemic on 2020 - 2021 enrolment.

We also have a fully equipped iTech Suite; a fully functioning theatre; a purpose built science block; two gymnasias; a fitness suite; a well-being suite for peace and reflection; a newly refurbished kitchen and dining hall that has become a hive for student study in the evenings; and a modern health centre, staffed 24/7.

Indoor and outdoor areas are extremely important in promoting wellbeing, stimulation and relaxation for all our students and staff that live and work at TASIS. Wellness of our community is served by a new bespoke facility which is fully supervised and allows for peaceful recuperation and prayer.

We have 9 hectares of multi sports areas including fields for baseball, softball, football, tennis, rugby, and lacrosse.

We have numerous areas for relaxation and alfresco dining, a Rose Garden, an orchard, smaller satellite lawns and landscaped areas that teachers and students often use for study.

We have a 2 acre playground set in semi woodland that is used daily by Lower and Middle School students.

All areas are maintained and relevant seasonal works are executed by our inhouse grounds team and third party contractors.

The Fleming Garden is a kitchen garden where we grow fruits and vegetables. Organic produce from the garden is often used by our caterers to be included in the menus. Students can learn about horticulture and beekeeping, but the garden is also linked with Science, Art, and Theatre studies. The space is also used to relax and hold events such as boarding house BBQs, picnics and Open Mike evenings.

“The Fleming Garden is a wonderful place where students and teachers can go to relax. The fresh air that the trees produce helps stimulate the brain; perfect for a school environment”  
Emma Haustein, Grade 9

“My 10 year old art students have scurried, with vegetation and features that they have investigated, and colourful flowers and fruits that they have learnt to draw and paint. My Upper School students plonked themselves on a giant cushion on the grass, and enjoyed capturing in their sketchbooks the trees and landscapes inside the garden walls. Many have responded to the freedom of the open air, attempted ambitious drawings and developed a sense of confidence that surpassed their own expectations.”  
Gabriella Morris, Art Teacher.

The whole community plays their part in ensuring that our students receive the levels of service, the necessary equipment and safe and well-maintained facilities in order to positively engage in various learning pathways and develop into principled, open minded and compassionate members of the global community.

Through the combination of in-house maintenance, security, housekeeping and grounds teams, and specifically qualified 3rd party contractors, the school has established and maintains all UK regulatory compliance standards. These include: [Weekly fire alarm tests](#), [perimeter checks](#), [annual PAT Testing](#), [fixed wire testing](#), ensuring water cleanliness standards with frequent testing for [legionella](#), etc. are conducted in accordance with Health



and Safety regulations and compliance. A series of maintenance contracts ensure our heating and [lighting](#) is conducive to the learning environment. Accurate [accidents and incidents reports](#) are compiled and analysed regularly in order to monitor and eventually discover causes which have generated them.

In addition to promoting Health and Safety and ensuring that we respond appropriately to crisis/emergency situations, the Crisis Management Coordinator is responsible for organising statutory drills: [fire drills](#), [evacuations](#), and [lockdown drills](#). All these are followed up by detailed [reports](#) to support our ongoing development and ensure our effective responsiveness. The school has an evacuation protocol agreement with Thorpe Park which is in close vicinity and all students and staff can be safely evacuated if required to this alternative location. All these procedures and protocols are part of the Crisis Management Plan. The Crisis Management Committee, using the Crisis Management Plan, was pivotal in supporting and navigating our community through the recent pandemic with clarity of communication and clear protocols to deal with the evolving situation, inclusive of hosting 17 students on campus after school closure who could not be reunited with their families, due to border closures and flight restrictions.

The in-house housekeeping team ensures our classrooms and offices are maintained to the highest standards using approved, compliant, quality cleaning materials with properly trained staff. Housekeeping cleans and inspects learning spaces along with boarding areas on a daily basis. Cleaners use relevant [checklists](#) meant to ensure that every area is cleaned and inspected up to standard.

As part of the new [IT Strategy](#), the school is progressing an ongoing upgrade of classroom technology to provide a standard and uniformed approach for classroom teaching. All lower school Chromebooks have been replaced with 60 new ones, with additional spares allowing all students to have the same equipment. Our International Centre has had all projectors upgraded with new 65" SMARTScreens.

The Maintenance, Housekeeping and IT electronic ticketing service is helping members of the community to flag up issues which need addressing. [Tickets](#) are managed and allocated to the relevant team or technician to be resolved.

From an IT perspective, the campus is covered by WiFi for 24/7 access. This supports not

just teaching and learning, but all staff in administration. Coverage for fields is part of an ongoing project which is discussed in the IT Strategy. The systems in place to aid and protect everyone are redundant firewall and filtering systems. Telephones are also in place throughout the campus and a physical line is in place for security in the event we lose total Internet connectivity.

The range of facilities supports the mission by offering opportunities for learning and nurturing intellectual curiosity within well equipped classrooms. Specific facilities such as the iStudio, Art rooms, Theater and our Gyms, support an environment of engagement and provide opportunities for multiple learning pathways. Light open classrooms with modern designs and equipment maintain and support this high standard learning environment. Recent examples of work carried out in the past three years include:

- The full updating and refurbishing of the Dining Room, an area which plays a very important role in the students daily life. A total investment of £350k covering fire proofing, new furniture and a new kitchen has provided a fresh and safe new environment where students dine and spend quality time. The renovation of the dining area gave much improved ambiance, capacity and provides our students with another comfortable space to study individually or in small groups during the school day.
- The enhancement project for Thorpe Place 4 Boarding House (TP4) at a cost of £235,000 which has seen the installation of mains drinking water, an upgrade of the dormitory accommodation and the replacement of a significant area of flooring in Thorpe place.
- Orchard Boarding House extension now provides high standard accommodation for 8th Grade students, this includes fire regulatory works, an extra laundry room built to provide a flexible laundry service for our students.
- Improvements on Upper School Library have been completed, secondary glazing has been installed, as well as in Tudor Boarding House.
- Fireproofing works completed in Shepherds Cottage, a thatched listed building.
- Lodge Building has been successfully converted into a state-of-the-art Wellness Centre which includes rooms for prayer, yoga and relaxing facilities – due to the pandemic, the Lodge Building has had to be converted into a quarantine area for 2020 – 2021. This will revert back to a Wellness Centre once we have come through the

pandemic safely.

## 2020 Essential Projects

- Vicarage Mews students accommodation has been given approval for the extension and works have commenced for a capacity of 30 additional boarding students. Unfortunately, due to the Covid19 pandemic impact, this project will close for the foreseeable future once the building can be weather proofed. Building will commence again once we recover from the impact of the pandemic on school enrollment and finances.
- Oil fired burners providing 60% of heating in North Campus are being replaced with gas boilers in order to provide clean energy fuelled heating and hot water. This project will generate financial savings but will also have a massive contribution to the environment.
- Listed heritage buildings/walls are a huge challenge to maintain, a number of projects are due to be completed in 2020, improving our safety and security. Many of these will now be reviewed based on the anticipated financial impact of the pandemic.
- Thorpe Place ground floor corridor ceiling will be dismantled and new cabling and fire proofing works will be conducted.
- An electrical substation will be constructed onsite during the Summer of 2020 to ensure we can provide the electrical supply needed both now for our new boarding extensions and for future building opportunities.

Policies and procedures are in place and are being constantly updated by relevant departments with the purpose of ensuring that the school is fully compliant and also operating rigorously.

The School has recently refreshed all its [emergency evacuation signage](#) and practices and evidences its improving performance in relation to its evacuation and lockdown protocols each semester. Evacuation signage contains secondary evacuation routes where applicable. Relevant reports are compiled after Lockdown drills. These reports are meant to increase safety and protection of children and staff and relevant departments are taking the necessary measure to implement them.

## Health & Safety

All staff have been trained in basic fire awareness. House parents, maintenance and security staff have also undertaken fire marshal training and the School uses a Response Team methodology to ensure that its emergency response is always sharp. The Fire Response Team is [trained and practices drills](#) in order to effectively intervene and perform [organised searches](#) in buildings in case of a fire activation. All Fire Alarms have monitoring devices which communicate to Security exactly where an activation takes place. The campus has [RVP points](#) at various gates where the Fire Brigade would be met and updated building plans which are to be handed out.

All boarding houses and other buildings have their designated [assembly points](#) where teachers are leading students in case of an emergency. Defibrillators are also placed in key areas of the campus, the [information about their location](#) is presented to all staff and students in their induction and assemblies.

The fire alarm system is [tested weekly](#) (monitoring devices are automatically sending [reports](#) to confirm that testing was successful), and [serviced biannually](#), and the School uses an independent specialist to undertake an annual Fire Risk Assessment of all its properties.

Responsibility for remedial works highlighted in these risk assessments falls to the Estates Manager, with the evidence of achievement captured in follow-up inspections. The process involves streaming the remedial works to the in-house maintenance team via the online Helpdesk or contracting the works to fully cleared or supervised approved contractors.

Risk assessments are carried out each year (or more frequently as circumstances require) for all of our spaces and for areas that are deemed [“high risk”](#) and held in the central Risk Assessment Repository. These are reviewed at least three times a year by the Health and Safety Group. Any maintenance actions arising are logged into the Maintenance Department using the help desk process.

Staff and students are encouraged to report all accidents, incidents or near misses (on or off campus) using the Incident, [Accident or Near Miss form](#) available on the LMS. Data from these forms is analysed quarterly and reported to the Health and Safety Committee and the

Board for assurance purposes. Maintenance actions are logged and dealt with as above.

There are numerous policies that are in place to ensure best practice in child safety and protection, for example the Safeguarding Policy, Fire Safety and Emergency Evacuation Procedures and the Health and Safety Policy. From a practical view the campus buildings are easily accessible on flat level terrain. There are safe designated and well maintained pathways and the site is well lit with clear directional signage including site maps at key access and exit points.

Student Voice is a new successful application that has been rolled out to our Upper School, that enables students to interact with maps of the campus and local areas to let us know if they feel safe. Any negative feedback enables us to take action and promote contextual safeguarding which focuses on patterns and trends to provide proactive as well as reactive responses to safeguarding issues.

### **Information Technology**

Google and its associated applications are deployed across the campus to allow a collaborative approach. Information sharing with students, parents, staff and various outside partners forms the basis of improving our connections and learning pathways, as well as supporting safeguarding and child protection.

Our IT security systems, such as the school's firewall, filtering and antivirus software provide a safe and secure environment for student learning and we are seeking to upgrade these, as part of our IT Strategy, to facilitate a more age relevant level of granularity into our filtering. There is a campus wide networked printing facility, allowing students and staff to collect their work from the nearest available device. There is also the availability of live streaming for lessons and a variety of cloud based and server-based software, with onsite and third party support to ensure that system downtime is kept to a minimum. Additional Wi-Fi access across the campus has been recently undertaken showing the commitment to ongoing investment in information technology. This has resulted in improved access, speed and availability of the internet improving teaching and learning.

### **Security and Children Protection**

Both North and South campuses have extensive CCTV coverage with 24/7 security staff in

place. CCTV systems are regularly serviced and upgraded. Security staff are also trained as crossing guards by the local council representative. [Risk assessments](#) are in place to cover this duty.

The enclosed nature of the site provides a secure learning environment that allows the students the ability to move across the site with confidence.

Access to and around the site is regulated by an electronic pass system which also covers some of the access gates. Different areas have restricted access permissions. Some of the buildings have Intruder Alarms fitted for an improved security. These intruder alarms have monitoring devices fitted, a third-party monitoring company is informing security if any alarm on site is activated. Boarding areas are restricted to those students in the boarding houses and the boarding house parents, deputy house parents and house tutors. Student and staff toilets and changing room facilities are also separate.

Security of the campus is covered all throughout the year through technical and tactical means of supervising which contribute to ensuring everyone is safe. Having specific procedures to allow members of the community to communicate who is coming on site, while ensuring a warm welcome for Visitors and Parents is one of the attributes which is contributing to a safe and healthy educational environment.

Organising the statutory semester and annual drills, ensuring that the policies with regards to safeguarding are adhered to and supervising daily campus life operations are also contributing factors that assist us in fulfilling our School's mission.

## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

Evaluation of the premises was necessarily limited due to the remote nature of the virtual visit. Owing to the ongoing pandemic, it was not possible for the evaluation team to physically visit the school. Evidence for the rating was provided through several advance video tours of the various school sections including the boarding department and the

outdoor facilities. The use of IT 'live streaming' for arrivals, departures, and the canteen area supplemented the very detailed written evidence submitted with the self-study. Discussion with the Domain G self-study committee and other faculty members supplied additional evidence.

TASIS England has a steadfast approach to maintaining all aspects of its facilities and to providing students, teachers, parents, and visitors with a clean, safe, and secure site. Classrooms create an environment conducive to learning and supportive of the school mission and learning programs. Classes with smaller numbers in the lower school are accommodated in smaller rooms in contrast to large student numbers in the upper school.

The school has an estates manager and a host of teams responsible for in-house maintenance, security, housekeeping, boarding, grounds, and transportation. An extensive array of pertinent policies and crisis management and emergency plans are in place, many available on the school website. The school operating procedures ensure best health and safety practices as well as responsiveness to student and community requests and needs.

Conversations with different stakeholders confirmed that school operations provide exceptional support both on site and beyond. Numerous examples were cited of the extensive development to accommodation and refurbishment in recent time. Mention was made of the fact that for project maintenance work the school only uses three designated contractors who specifically have current health and education experiences. This ensures that they are fully aware of the needs and restrictions of operating in an educational establishment. An environmental aspect to development is always present.

Feedback from the student community is actively sought not only through a recently introduced Student Voice application for safety, but also through student surveys and individual interactions with students. Conversations with students in the boarding facilities confirmed that the school acts swiftly when a maintenance need is raised.

The physical installations are secure and thoughtfully-designed to promote child safeguarding practices. Camera placements and security checkpoints allow the school to implement procedures which monitor and control campus access and movement. Complementing the pervasive TASIS family atmosphere, evident throughout the school, were examples of personal involvement such as members of the security staff coaching

sporting teams and interacting on a daily basis with students.

The evidence suggests an improved rating from that indicated by the school.

## **Commendations**

Domain G Standard 1 – The estates manager a for ensuring high standards in the upkeep of the premises which support teaching and learning at TASIS England.

## **Recommendations**

None at this time.



## Part 2: Domain G - Standard G2 - Team Evaluation

The technology infrastructure and data systems support the school's teaching, learning and managerial needs.

### Ratings Rubric

Team Evaluation Criteria G2i. Information and Communication Technology provision is evidenced in a Board approved Technology Plan, effectively supports and integrates successfully with the provision of other media and print resources to enhance all learning programmes, including personalised learning programmes, and sustains the management and operational functions of the school. Future Aspirations G2i. How does the school actively engage in research and development to explore the use of new technologies in enhancing students' learning? G2ii. How is technology provision embedded in whole school strategic development focused on students, their learning, well-being and achievements?

### Self Ratings

Met

### Response

The school has produced an [IT Strategy](#) which aims to guide and improve the use of technology in the school and aligns itself with the schools mission statement, commitments and outcomes through engagement, pathways and long life learning. It focuses on all areas of IT development from improved infrastructure through to how it is used by faculty in and beyond the classroom.

The school utilizes a student information system on a secure cloud based platform, this supports and enhances student learning on and off campus. It is responsible for holding our attendance data, behaviour comments, progress reports. As well as this, it supports student scheduling, course descriptors, learning resources, student assessment and feedback via faculty and grading. We also combine it with our school operations; admissions, emergency communications, general communication, faculty, student and parent portals etc.

Communications with students, parents and staff are sent through Veracross on a weekly

basis, providing community updates, e.g TAsIS Times. The Veracross platform forms the basis of engaging with each learner and ensures parental engagement during their child(s) learning processes. Students, staff and parents can access this from the schools main website 'My Tasis'.

Appropriate [budget](#) each year is given to developing our commitment to teaching, learning and administration through technology. Lower School students are provided with one to one iPads and Chromebooks for 3rd and 4th grades assigned by the teachers and renewed every three years. Middle School students are provided with one to one Chromebooks with additional iMacs to support applications not used on Chromebooks. Upper School students bring their own devices and the school provides full support to WiFi and Internet on these devices, loan equipment is provided when students or staff require them and recorded. Almost all classes are equipped with interactive whiteboards and with more being replaced with 65" interactive screens to enhance the students journey.

A range of platforms that encompass a broad spectrum of learning applications that can be used on all the devices students and faculty staff use, lower school uses [Seesaw](#), lower and middle school use [Google Classroom](#) and the upper school is dependent on the teachers requirements. The school ensures that students and staff have the best equipment for their needs. Lower and Middle school use Google Classroom which integrates with Chromebooks for an engaging classroom experience, where the entire school uses the Google Suite for administration and communication.

Support is given via a central helpdesk, which supports IT, Maintenance and Housekeeping, allowing for direct communication between all students, parents and staff in the TAsIS community.

The school has recently moved to a more efficient asset management system, allowing it to tie asset, warranty information and loan equipment into one easier to use environment. Staff must sign an [agreement](#) when loan out equipment is given out. Students who borrow equipment are listed on a loan agreement sheet that the IT Services team log.

The school has redundant infrastructure, which includes, dual firewalls, filtering, and Internet connections. All network equipment is supported by uninterruptible power supplies

which provide notification events and system reports. All servers run enterprise antivirus software and Google identity authentication which provide protected and secure access for all users.

A campus wide networked printing facility (PaperCut) allows everyone on the network to print and scan their work and at the nearest available scanner and print device. The documents are held securely for 72 hours for users to release at their own convenience, this allows secure printing and reduces the environmental wastage, we produce a range of automatic [reports](#) monthly for IT Services and Finance to review..

The school uses public and private cloud based environments to store student and administration work, with Google as the main cloud platform for secure email and file storage, where the schools holds confidential data not suitable for Google cloud this is then stored on the schools private network, which hosts its own private cloud platform.

All of TASIS servers are backed up nightly, with 30 days' worth of data and [daily reports](#) and [individual backup logs](#) are sent via the school's backup company, where issues are encountered, these are followed up by the IT department.

Live streaming is available for lessons or events and is recorded to secure cloud platforms.

The school's physical server and switching network is receiving significant investment and will enhance network security, improve network speed and redundancy, capacity plan for future technology and provide additional support for CCTV, access control and environmental IoT (Internet of Things) e.g heating systems. This is all supported via the IT Strategy.

Meraki Wi-Fi covers all internal buildings on and off campus, the surrounding grounds and is continuing to be rolled across the sport fields being covered as the final phase. This also facilitates for guests and will be interlinked in 2020 with the Envoy visitor checking system in operation at Security by providing automatic login details.

The board approved IT strategy for 2020 aligns the schools strategic plan and curriculum developments.

With Covid-19 having a global effect, the school has had to transition to online learning quickly across multiple time zones. The use of our infrastructure that integrates with Google, Microsoft and our LMS allowed for a much smoother transition for faculty, staff and students, which links to our Crisis Management Plan.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

A comprehensive technology plan was published in September 2020. This document sets the TASIS England strategic intentions in respect of the IT environment and intended use of technology. It was evident that the development plan has been based on current research and constructed with a visionary approach to the future. TASIS England's IT Strategy and Plan considers infrastructure, hardware, applications, and connections to the educational plan. The extent to which the school has contemplated the mission, despite it being referenced within the plan, is not exemplified. The IT department is well staffed and takes a proactive approach to supporting student learning.

Given the school's current hybrid learning situation, basic technology is being widely used within the school community to support cooperative learning and distance learning. Many teaching and learning activities are conducted via a number of electronic platforms. Multiple online systems for the support of student learning and the dissemination of information to both the students and their parents are being heavily used. Evidence of this was confirmed during the visit. Positive conversations with teachers and students indicated the efficiency of the IT support in place.

The various reporting platforms used by the school support timely and frequent communication within the community. There are many platforms which are, for the most part, compatible. The school relies heavily on the Veracross School Information Systems which meets the school's needs for scheduling, reporting, and tracking of student behaviors. As TASIS England continues to develop the 'whole school identity', the IT team and SLT may wish to consider a means of streamlining the various applications and

programs in use, to ensure more coherence throughout the school. The school may also wish to consider ways to facilitate the regular and systematic analysis and management of data by relevant school personnel.

## **Commendations**

Domain G Standard 2 The IT staff for their support in all areas of technology which ensures the continuity of all IT systems throughout the school.

## **Recommendations**

Domain G Standard 2 - The senior leadership team specifically embed elements of the school's mission into the IT Strategy and Plan to ensure alignment and coherence with the school's goals.

## Part 2: Domain G - Standard G3 - Team Evaluation

The school provides or arranges for auxiliary services as required to support its mission and the education programmes offered, and ensures that such services meet acceptable standards of safety, efficiency and comfort.

### Ratings Rubric

Team Evaluation Criteria G3i. The school uses and monitors the effectiveness of auxiliary services to ensure maintenance, cleanliness, security, food services and transportation are high quality, meet the expectations of the school community and are aligned to the school's mission and Guiding Statements. G3ii. The providers of auxiliary services are cognisant of the requirements to support the school's Guiding Statements and provide formal staff training and professional development to improve services. G3iii. The school has in place policies and formal procedures for conducting criminal record checks on all auxiliary staff, contractors and volunteers. These child protection policies and practices are subject to regular review. Future Aspirations G3i. How does the school engage in improving the quality of its auxiliary services, by conducting research to identify industry -best practice? G3ii. To what extent is policy and practice in child protection embedded? G3iii. How active are providers of auxiliary services in their efforts to provide culturally-appropriate, formal training and relevant professional development to their staff?

### Self Ratings

Met

### Response

The school provides auxiliary services to an exacting standard to support the expectations of our students and their parents and to ensure that we can live our mission on a daily basis. These include catering, housekeeping, maintenance, grounds services, transportation, events management and security.

The School also provides an extensive educational summer program and won the [2019 - British Youth Travel - Best Educational Product](#). As part of the summer program, the auxiliary staff are fully engaged in supporting the running of this program with the services

they provide.

Security, Housekeeping, Maintenance and Grounds services are delivered by full time in-house teams; Transportation and Catering services are provided through outsourced, fully compliant and specialised companies.

Staff from all our external contractors are vetted prior to taking up employment on site to the same high standard as our own employees and are required to undertake the same safeguarding and child protection and health and safety training.

### **Catering Services**

Ensuring an interesting and nutritious diet for our students; catering for our global community of some 50 different countries; and safely accommodating the full range of food allergies and intolerances were key factors in appointing our catering service, following a competitive tender. Satisfaction with the caterers is high. All menus, which are changed regularly, are constructed to meet our school's nutritional guidelines along with any [allergenic](#) requirements.

The caterer is subject to stringent health and safety requirements and audited. The environmental aspect is carefully monitored and the company ensures that it is fully compliant with its legislative obligations. The kitchens and their respective dining room areas are cleaned daily and spot checked through the use of cleaning schedules. They are also closed and deep cleaned twice a year.

Food transported from the main kitchen outlet to the satellite kitchen in the Lower School is monitored through the use of [probes](#) to ensure [food temperature](#) and quality is maintained.

[Production and wastage](#) are consistently and constantly monitored, relevant reports are compiled in order to make sure the appropriate amount of food is produced. Log sheets are analysed at each 3 weeks and relevant changes or adjustments are made. Storage [labels](#) are mandatory.

Regular feedback is encouraged regarding the schools expectations of the food. A Catering

Committee, inclusive of students, faculty, the Head of School and Catering services representatives, meets each month to ensure there is clear communication and to discuss successes and improvements that could be made. Our Student Council and student Food Committees are both very positive about the quality of the food. Complaints are rare.

More than this, the Catering team is seen as part of the School family. Members of the team consistently go above and beyond and receive numerous commendations in meeting the needs of our international students and contributing to their experience and daily life, as a home from home, on campus. This includes excelling at supporting the very busy events schedule, ranging from student functions, international days, banquets, graduations, and numerous daily hospitality requirements.

### **Transportation**

From a transportation perspective, the school has leased 3 minibuses, which are used for trips and sports events. When capacity is exceeded, external fully compliant companies are hired to facilitate. School staff are suitably trained and appropriately qualified to drive and safeguard students.

The school provides transportation services to and from school through a third party provider engaged following a competitive tender, called CoachHire. The service provides safe transportation for up to 256 students. Dealing directly with our in-house busing coordinator, the outsourced transportation operations team is able to work closely to monitor each daily route, to ensure the safe pick-up and drop-off of each child.

This winter, the provider has rolled out to parents and students using the bus service a new tracking app (Kura), that allows parents to track their child's route to School; to receive alerts of any delays and to decline the service if their child will not be riding the bus for a particular service. This app and, indeed, its predecessor app, is a very important part of the bus service, in ensuring ours and our parents' confidence in the safety of our students en route.

To ensure a good service and promote good communication with transportation services users, CoachHire maintains a comprehensive live complaints/incidents log that is shared with the School. This enables the School to ensure that all issues that may arise from



transporting students to and from school are acted upon in an appropriate and timely manner. Since changing to our new busing provider in 2018, we have worked together to resolve operational issues that affected the quality and reliability of our transport provision, in particular a shortage of suitably cleared drivers. The provider has been responsive and these issues have been resolved.

All operators engaged by the provider hold a current operator's license, and all the drivers are PCV licence holders, which is a legal requirement to drive passengers for "hire and reward". All vehicles are subjected to documented [daily checks](#) by the driver before starting the service, and further 6 weekly safety checks carried out by a competent person - again this is a legal requirement for Operator License holders.

## **Security**

The role of the in-house Security team is to ensure that the campus, and, therefore, our staff and our students - as well as visitors and parents, is physically secure at all times. The team is responsible daily for preventing incidents and maintaining safety on Campus, applying the agreed procedures which are reviewed constantly.

This team is professional in carrying out its function but also prides itself and receives many commendations for its customer service and helpfulness towards all visitors - Security Guards on duty act as the first point of contact for Visitors, Parents and Contractors.

Security uses a dedicated signing in software system, which is environmentally friendly and provides accurate information on visitor and delivery numbers. Relevant standing operating procedures (SOPs) are in place to assist Security Guards in using the system.

The Fire Alarm network, Access Control network and CCTV on Campus are all controlled and monitored by Security 24/7. All systems are regularly serviced and upgraded when required. Security Guards are SIA and CCTV licensed and also receive training to perform School Crossing Patrols to ensure that students and staff can move safely between the two halves of the campus. The team also supervises student drop-off and pick-up and undertake fixed and random patrols in place, in order to act as a deterrent and to ensure vigilance and safety. Large open events are supervised from a parking and crowd control management perspective.

Our CCTV System is GDPR compliant, internal relevant forms along with [forms](#) designed for members of the public are in place if requirements to view footage are received.

The School would like to move, in due course, to a more integrated security infrastructure, so that multiple systems can be monitored from the same location, which will further enhance confidence in our safety and security.

The Head of Security maintains close communication with Local Police and with the National Counter Terrorism Agency, in order to stay abreast of local, national and international events that could impact on safety and security at the School and, with the Head of School, has developed the School's Crisis Management Plan and implemented the School's Crisis Management Committee, which has been successfully put to the test during the Covid-19 pandemic.

## **Maintenance**

The in-house maintenance team receives regular commendations from staff and faculty for their commitment to resolving priority and emergency issues, so that students and teachers can concentrate on delivering the curriculum in functioning spaces. The team also take turns on an emergency call-out roster, to ensure that out-of-hours emergencies are dealt with as soon as they occur. Regular jobs are assigned via the [HelpDesk Ticketing service](#). The Estates Manager coordinates the working of the department, which includes ad hoc maintenance requests; planned maintenance; and planned Health & Safety [checks/inspections](#) and projects. The team maintains workbooks of all the compliance checks and activity that is required, keeping it updated with the date of inspections and training and referencing the supporting evidence that those checks and activities have taken place.

Risk assessments are carried out each year (or more frequently as circumstances require) for all of our spaces, including a specific focus on areas that are deemed ["high risk"](#), and held in the central Risk Assessment Repository. These are reviewed at least three times a year by the Health and Safety Group. This mechanism and the compliance workbooks and help desk system ensure a comprehensive approach to keeping the campus maintained to a high standard, for the safety, comfort and happiness of our students and staff.

## Housekeeping

As with Maintenance, the Housekeeping is undertaken by a dedicated in-house team that prides itself on looking after our students, faculty and staff through their cleaning and general safety inspections of our classrooms, boarding houses, offices and public areas.

The team's daily cleaning and consumables reprovisioning routines are delivered through comprehensive day and evening shifts as well as through their response to ad hoc requirements. The team receives regular commendations for its obvious care and commitment to our students and to their experience of our campus, whilst they are with us.

The housekeeping team also carries out monthly combined cleanliness and health & safety inspections of all areas, in order to ensure that our students' and staff's safety and comfort in their environment is safeguarded, with remedial work required being passed to the Maintenance team. in order to establish what areas need to be addressed from a cleanliness or maintenance or health and safety perspective.

The Head of Housekeeping ensures that her staff are all compliant with best cleaning practice and with chemical and cleaning product storage. All storage areas are clearly marked and staff are fully [COSHH Trained](#).

The school has extensive and robust safeguarding procedures and sees child protection as one of the key priorities for the wellbeing and development of our students. This thorough and comprehensive approach is extended to all auxiliary staff, contractors and volunteers that are associated with the school.

The school's mission constitutes the starting point of the recruitment process for all auxiliary services and it continues to be present throughout the induction process, probation period and further throughout the development of each member of the community. Every member of staff becomes cognisant of their role and the importance they have in the students development and learning journey. The induction steps, detailed [safeguarding presentations](#) and [training schemes](#) are vastly contributing to shaping each member of the community into a promoter of the school's mission.

All 3rd party suppliers are required to subject their staff to the same rigorous checks as the TASIS own employees. Equally contractors, Sports Coaches, Peripatetic Music Teachers and volunteers are treated similarly and once they have attained the appropriate level of clearance this is recognized by the distribution of an access.

Level security pass system is color coded so all staff can recognize the level of clearance each individual has. Staff and students are actively encouraged to challenge any one on site who does not display their security lanyard. Visitors are obliged to produce a form of ID with a photo on arrival at Security and they are required to sign in by providing relevant details. Visitors are issued with a leaflet containing the school's mission, commitments and outcomes, along with information about safety and safeguarding.

Catering outsourced company provides regular online, face to face and reactive, circumstantial (i.e coronavirus) and group training sessions which cover a wide range of topics. Including but not limited to; health and safety at work, food safety, safeguarding, and fire training.

Additional qualifications are available to those seeking professional development, for example, catering NVQ training and management technique seminars. Such courses are encouraged by management.

Security Guards are SIA and CCTV licensed, they are also trained by the local Council to perform crossing patrol which helps our students safely cross the road between Campuses. This duty is risk assessed yearly.

The Security Manager, through the role of Crisis Management Team Coordinator, coordinates the Fire Response Team which is activated on every Fire Alarm. Members of the Fire Response Team receive regular evidenced training and they are also First Aid trained.

Security Guards are required to complete all online training modules which treat subjects ranging from, Manual Handling, Health & Safety, Safeguarding, Physical Intervention and Breakaway.

Dedicated Security Training is being organised throughout the year to cover Mail Security,

Terrorist threat, Suspicious packages and activities. Fire Alarms Network and Zone training is being conducted regularly.

The [TASIS Learning Journeys appraisal system for all administrative staff](#) is currently being implemented from January 2020. This project is meant to help members of staff identify their goals in line with the schools mission and also help them in their professional and personal development.

All drivers are required to complete training courses with Educare before they can start work at TASIS, and also must attend face to face training with the school's DSL which includes:

- Child Protection in Education;
- The Prevent Duty;
- An Introduction to Child Sexual Exploitation; and
- Online Safety.

All drivers are also required to complete an annual refresher course as requested by the TASIS Human Resources Department.

All vehicles used for student transport are [checked daily](#) and drivers are also running [daily defect reports](#).

For their safety and safeguarding, students are using their individual Kura fob to check in/out of the minibus. The reports produced by the [Kura online system](#) are accurately reflecting who got into and off the minibus and at what time this occurred.

All TASIS England employees are recruited in line with the School's [Safer Recruitment Policy](#).

This policy ensures compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), [Keeping children safe in education \(September 2019\) \(KCSIE\)](#), Disqualification under the Childcare Act 2006 (DUCA), the Prevent Duty Guidance for England and Wales 2015 (the Prevent Duty Guidance) and any guidance or code of practice published by the Disclosure and

Barring Service (DBS).

This policy also ensures that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks. In accordance with the recommendations set out in KCSIE, DUCA and the requirements of the Education (Independent School Standards) Regulations 2014 and the Boarding schools: national minimum standards, the School carries out a rigorous protocol of pre-employment checks in respect of all prospective employees.

Our pre-employment checks include internet and social media checks, verification of identity, address and qualifications, detailed references which explore suitability to work with children, criminal record checks including an enhanced DBS check, Children's Barred List checks, overseas police checks, prohibition from teaching and management checks, childcare disqualification checks and medical fitness checks.

In addition, TASIS completes the same checks for contractors undertaking regulated activity at the School as it does for its own employees. TASIS requires written confirmation from the contractor that it has completed these checks on all of those individuals whom it intends will work at the School before any such individual can commence work with us.

Agencies who supply staff to the School must also complete the pre-employment checks which the School would otherwise complete for its staff. Again, TASIS requires confirmation that these checks have been completed before an individual can commence work.

The TASIS Human Resources (HR) team is safer recruitment trained and independently verifies the identity of individuals supplied by contractors or an agency. HR requires the provision of the original DBS disclosure certificate before these individuals can commence work at the School.

## **Evaluator Ratings**

Met

## **Evaluator Reason for Rating**

In line with the TASIS England mission and guiding statements, a range of services that support and enhance the education program are provided within the school. Feedback meetings between the team and student representatives and meetings between section heads, house leaders, and student councils give opportunities for student voice around issues such as transport, food, uniform, health, hygiene, maintenance, resources, and class practices.

The CIS Community Survey results and conversations with students and faculty indicate that the school community is satisfied with the maintenance and security services.

To improve the quality of services, formal staff training is provided by the sub-contractors. All auxiliary staff undertake training and orientation in order to ensure alignment in work ethic, safeguarding, and the mission statement.

The priority of the school is to provide healthy, clean, and nutritionally balanced meals for students. In line with this, the school retains the services of a reputable catering company. The company strives to meet appropriate nutritional value of all meals. The food service providers ensure that dietary needs and allergenic requirements are met based on the school nutritional guidelines. Hygiene and high product quality are of the highest priority. Evidenced examples of food production and wastage log and food temperature check were provided. While it is understood that food service is a source of contention at any school, food service came across clearly as an area in which the school can do better. Since the preliminary report the catering providers have changed as a direct result of the CIS Community Survey results. 41.3% of the 499 responding students and 37.5% of the 260 responding parents disagreed or strongly disagreed when asked whether they were happy with the quality of the food provided.

Meetings with students and parents suggested that the new food service could still be improved and the students suggested simplified meal options which are more appealing to their palates. There is clearly a wide range of opinion on this as comments from students during the visit ranged from "we don't want such greasy foods" to "we don't eat chia seeds". While students can voice their opinion to the food committee and the student council in terms of food choices and quality, it is clear that these avenues have not had the desired impacts.

Based on the results from the student survey the bus system services were improved drastically. The issue was addressed through the introduction of use of the application Kura in which parents can track the whereabouts of their children on the bus route by using a Global Positioning System Interface. Every morning from 6.30 am onwards, a tracking team has the ability to connect with the busing provider to access the location of the vehicles. Criminal checks are conducted on bus drivers and contractors and complemented with safeguarding training.

Conversations with the designated staff confirmed that there is a robust process for safeguarding and child protection. Any work done on campus requires that all contractors are accompanied. The school's lanyard system is used to identify which visitors require escort. Conversations with the staff indicated that only qualified and designated contractors are used for project maintenance work. The cleaning staff maintains checklists from which reports are generated on a regular basis. All auxiliary staff undertake training and orientation in order to ensure alignment in work ethic and the mission statement.

The security personnel know all the children. With over fifty nationalities in the TASIS England community, the school ensures that all school personnel are trained on cultural sensitivity. The school provides refresher courses, the content of which is updated regularly, every five or six weeks in accordance with the national standards,

## **Commendations**

None at this time.

## **Recommendations**

Domain G Standard 3 - The catering team provide meaningful engagement with the student food committee aimed at enhancing the satisfaction levels of the food service provided.



## Part 2: Domain G - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

*G1ii. Policies and practices are in place related to building and facility design, layout, designation and use to ensure best practice in child safety and protection.*

- **The Estates Department** view over the future includes an environmentally friendly direction, by identifying areas where investments and upgrades can be made to generate long term cost savings.
- **Security** is focused on integration and means of monitoring all technical security aspects from one centralised control piece of equipment.

*G2i. Information and Communication Technology provision is evidenced in a Board approved Technology Plan, effectively supports and integrates successfully with the provision of other media and print resources to enhance all learning programmes, including personalised learning programmes, and sustains the management and operational functions of the school.*

- **IT Strategy:** As the IT Strategy develops, the working document will be used as the guiding document towards the helpdesk standardisation, which is working towards ITIL (Information Technology Infrastructure Library) standards. Where infrastructure is

being improved these developments are being documented alongside the IT Strategy to encapsulate the costs and objective milestones.

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

The school's stated planned actions are appropriate. Going forward, TASIS England will look to ensure that campus development projects model sound environmentally-friendly practices. The school has clearly pinpointed specific areas for improving the degree to which campus safety can be monitored from a centralized location. The school's food service provision is an area in which continued student input would be beneficial.

The IT Strategy and Plan includes a number of relevant areas which will ensure more coherence in the use of IT resources throughout the school. Within the scope of the IT Strategy and Plan, a review of the applications and platforms would be appropriate to eliminate redundant programs and software. An IT audit and a review of the IT Strategy and Plan within the context of the school's mission would be beneficial to the long-term IT integration into the educational program.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain H - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

As a school, we believe that the quality of communication between school and home enhances the education received by the students as well as fostering a productive home-school partnership and a positive learning community. These also take place in accordance with our mission, commitments, and outcomes as a school. The school has [dedicated staff](#) and [parent volunteers](#) supporting the management of communications through the appropriate use of technology with parents. The school has multiple ways of effectively [communicating with parents and prospective parents](#), some are consistent throughout each section, and some pertain specifically to the Lower, Middle, and/or Upper School and the Boarding Program. As a whole school, we have a [communication protocol](#) which details how and when we communicate throughout the school year and which school employee to contact for any given commendation, issue or concern. Periodically, there are all school communications related to progress on the [strategic plan](#), [parent events](#), [crisis response drills](#), etc. More frequently, there are weekly updates ([TASIS Times](#)) emailed to parents. In addition, we have a [TASIS England Facebook](#) page which many families are linked to. The whole school uses our [LMS \(Learning Management System\)](#) which communicates various information to parents and students (depending on section). On the LMS, parents and students can access a variety of information, from their individual student's class schedule, to current grades, assignments, updates, and grade reports. The LMS also holds the [school calendar](#) with information about sports and activities and special events. TASIS England holds great value to school trips and learning outside of the classroom. The school's

Emergency Communications Systems (SMS, email and web page pop-up) are trialed with the entire community twice a year. Information about these is communicated in a variety of ways, depending on the department.

According to the [CIS survey results](#) sent to the entire TASIS England community, attitudes towards the communication between home and school are positive overall. About 96% of parents agree/strongly agree that, “The school effectively manages parental communications.” About 95% of parents are aware of the consequences for their children, resulting from inappropriate behavior. Close to 83% of parents agree/strongly agree that “the school includes [them] in decisions about [their] child’s education.” Almost 72% of parents agree/strongly agree with the statement, “I receive written information about the learning objectives and teachers’ expectations for my child’s classwork.” About 85% of parents agree/strongly agree that “school programs provide sufficient opportunities for [their] child to develop leadership skills.” Approximately 85% of parents agree/strongly agree that “school programs provide sufficient opportunities for [their] child to participate in community service.” Finally, almost 76% of parents feel that they are “involved in the life of the school in ways which benefit [their] child’s learning.” Furthermore, the school works to provide information about the school in a [range of languages](#), as well as several [EAL classes for parents](#) and [events](#) for parents as well.

TASIS England has a variety of partnerships and networks with other schools and organizations, that enrich the learning opportunities available to the students, as outlined in the H2iii section. These are available in different capacities within the Lower School, Middle School, and Upper School. TASIS views these partnerships/networks as just one of the multiple pathways that our students engage with the wider world/global community.

The success of the school’s commitment to learning and communication was evident during the COVID-19 pandemic. As the pandemic developed in intensity, the school communicated frequently and with clarity to all stakeholders using the TASIS Times and [separate Covid-19 Updates](#). This communication guided an understanding of the school’s risk mitigation, care for our community and crisis planning through regular crisis management committee meetings. In response, parents and students sent faculty a high volume of messages and [commendations](#), recognizing the commitment and dedication of so many members of our community.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

TASIS The American School in England (TASIS England) has provided thorough evidence which demonstrates a strong commitment to the home-school partnership. The school has a multitude of ways in which parents are kept informed about their child's development. It is clear that the senior leadership team (SLT) has taken measures to ensure that the lines of communication are kept open and that parent feedback is encouraged. As the extent of communication can be difficult to manage, TASIS England has taken steps to reinforce the proper channels with the implementation of the Communication Protocol document. TASIS England has a multi-faceted program and the school ardently communicates with parents in a manner which celebrates student accomplishments.

## Commendations

Please refer to commendations under individual standards for this domain.

## Recommendations

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain H - Standard H1 - Team Evaluation

Effective communications foster a productive home-school partnership and a positive learning community.

### Ratings Rubric

Team Evaluation Criteria H1i. The quality of communications between school and home enhance the education received by the students and take place in accordance with the mission, aims and values of the school. This includes inducting parents new to the school community. Future Aspirations H1i. How does the school know that parents understand and subscribe to the mission, aims and values? And how does this benefit the students?

### Self Ratings

Met

### Response

As a school we believe we have met this standard. In the Lower School, teachers send out a [Weekly Update](#) to parents detailing the topics that will be covered in class that week, as well as any assessments or events coming up. The Lower School has also implemented the use of [Seesaw](#) which is a personalized learning journey in which students can receive immediate feedback from their teacher and parents on work/projects that they have completed in class. Detailed [progress reports](#) are sent out 3 times a year, [parent-teacher conferences](#) are held twice a year, and teachers also are available to meet with parents at their convenience if need be. The [LMS](#) is used by the Lower School to provide the Weekly Updates, daily schedule, events/assignments coming up, and resources for students to access at home.

In the Middle and Upper School, students have access to their report cards, current grades, notifications and assignments through the LMS. [Report cards](#) are sent out 4 times a year, and [parent-teacher conferences](#) are held twice a year. Middle and Upper School teachers also hold office hours for parents/students to meet with them when necessary. In the Upper School, [college counselling](#) is a large department with very manageable caseloads, and a variety of resources, assistance, meetings, and information is given to parents (and

students) through that.

In the Boarding program, Weekly House Updates are sent to parents by the House Parents. The Head of Boarding also sends out a [weekly update](#) highlighting events, “[Boarder of the Week](#)”, etc. and other important information pertaining specifically to the Boarding Program. There are also Facebook pages for each specific Boarding House as well as a page devoted to the [TASIS England Boarding Program](#) as a whole.

When [new families](#) come to TASIS England they are made to feel welcome and given information to help with the transition to the school but also the local community. [PIRC \(Parents’ Information and Resource Committee\) seminars](#) are held periodically, while also providing support and resources throughout the year. There are a variety of [handbooks](#) that parents receive, as well as [workshops](#) held for various aspects of school and expat life. Each school section holds sessions for new families (and returning families) in which [updates](#) are given and questions can be asked and answered in person. The school counselors also offer “[counselor coffees](#)” which parents can attend to learn about various topics and/or ask questions.

In our transition to our [online learning program](#) due to the pandemic, we consistently used feedback from parents and faculty to adjust and make the program more effective, efficient, and responsive to student needs.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

TASIS England uses a variety of effective tools to support quality and timely communication between the school and home. Each area of the school - lower, middle, and upper - has a defined platform for reporting behavior and academic progress. These tools are complemented by weekly newsletters, individual parent emails, and social media posts. Boarding students receive additional communications which include a boarding newsletter. The school’s Learning Management System (LMS) was referenced by both parents and students as an effective medium for reviewing progress and achievement. Reporting on

academic skills and learning habits is done quarterly in middle and upper school with lower school providing trimester reports.

It was clear that the vast majority of parents understand the school's mission, aims, and values and see these guiding statements as foundational to their child's education. Conversations with parents provided evidence that families transitioning to TASIS England, as well as those transitioning out, are provided with high-quality communication which meets their needs.

Based on the evidence provided in the CIS Community Survey and conversations with parents, it is clear that there is general satisfaction with the frequency and clarity of communication. TASIS England aims to cultivate relationships with parents and genuinely sees the school-home partnership as vital to student success. Parent conferences and the TASIS England Parent Association (TPA) are traditional means of communication, but the school strives to foster deeper interactions with the parent community through the use of Parents' Information and Resource Committee (PIRC) sessions and parent workshops. It should be noted that there was a very high return rate from parents on the CIS Community Survey (60%), but a limited number of parents made available during the scheduled parent meeting. Those who attended the meeting echoed much of what the self-study committee has indicated in the narrative.

With 24% of parents responding to the survey disagreeing or strongly disagreeing that the communication about teachers' expectations is effective, the school may wish to review its channels for providing more specific and detailed communication on curriculum content and assessment standards. There were 13% of the parents surveyed who did not feel included in the decision-making process at TASIS England. The parents in the meeting expressed a clear sense of ownership and comfort with the school's communication channels. It can be surmised that there was a lack of understanding about where information can be found by the original survey respondents.

The school has clearly developed exceptional tools for communication and has established a positive dynamic with parents. Going forward, the school may wish to strengthen the channels of communication between classroom teachers and parents to ensure consistency across the school as well as consider ways to make parents feel that they have



appropriate agency with regards to school decision-making.

## **Commendations**

Domain H Standard 1 - The senior leadership team and the marketing and communications department for establishing rich and engaging communication platforms which enhance school-home partnerships.

## **Recommendations**

Domain H Standard 1 - The senior leadership team review the school's procedures for consistently and pro-actively communicating curricular expectations to parents to further connect parents with their child's education.

## Part 2: Domain H - Standard H2 - Team Evaluation

The school establishes partnerships and networks with other schools, locally and beyond the country, to enrich the learning opportunities available to the students, including, for example, service, mentoring, internships and the development of students' leadership.

### Ratings Rubric

Team Evaluation Criteria H2i. The school has dedicated staff to manage parental communications and relationships. H2ii. Systems are in place to facilitate home-school relationships through the appropriate use of technology and digital resources. H2iii. External partnerships enrich and deepen students' learning, including service learning. Future Aspirations H2i. How well does the school know the cultural context of the parents and how effectively is this considered in appropriate methods and styles of communication?

### Self Ratings

Met

### Response

As a school we believe we have met this standard. We have a dedicated Marketing and Communications Department to manage communications and support the [school faculty and staff](#). This department also supports publications to ensure consistency and inclusivity with pertinent stakeholders and members of our school community involved at key points in our students' and families' learning journeys.

We have an Admissions Staff of seven people who are dedicated to welcoming, liaising, and communicating with new, existing and withdrawing families. Admissions and Marketing teams also collaborate on various outreach activities such as [Open Morning](#), [Lead Forms](#) and a range of prospective [parent outreach communications](#) that bring new families, corporate partners, business contacts, and parents to our school. The Admissions Staff also operate a Retention Committee throughout the school year, inclusive of the Head of School and Heads of Section, that focuses on activities to promote the retention of current students and families.

### The TASIS Parent Association (TPA) and PIRC - Parent Information Resource Committees

also communicates with parents about parent events, coffees, socials, workshops and manages the [Facebook Parent TASIS England Group](#). The TPA plays a very important role in ensuring that new families are welcomed and supported while they adjust to life in England and our school. Examples include social events as well as the buddy family program and August's Welcome Family Picnic. Informative seminars for parents address the transition stages of an international move, effects of culture shock, stress responses, and provide tips to help every family member make a successful adjustment from "Getting a UK Drivers' License" to navigating the public health system in the UK. The TPA and PIRC Leadership meets with the Head of School monthly to ensure we have clear communication and we are prepared for a variety of events.

Admissions Staff also play a role as families transition out of our community while two members in Marketing manage [Alumni relations](#) to maintain frequent and positive communication through newsletters, events, and socials with our graduates and their families.

In terms of current families, Daily, Weekly, Monthly communications take place in different formats (face to face, online newsletter, portal, emails, conferences, events etc.) and we have summarized these for you in the [attached chart](#).

It should be mentioned that a [Communications Protocol](#) and [Complaint Policy](#) is available online for parents and staff and outlines communications to expect throughout the year as well as school contacts to use in the event of a commendation, issue or concern. In fact, the [parent portal \(LMS\)](#) is the main channel where parents can find everything from protocol documents and teacher contact details to the school calendar and archived emails and messages. This portal is available to all parents in addition to the weekly newsletters they receive with curated information for the week and a look ahead schedule.

In terms of resources, TASIS England has a dedicated Marketing and Communications Department of four people responsible for creating, editing, sending, managing communications to Faculty/Staff, parents, prospective families, agents etc. The department works together with all section heads and department heads - as well as TPA, parents, suppliers, and external partners - to ensure communications are managed effectively and

that solutions to issues are resolved quickly and efficiently. The department also manages the TASIS England brand and marketing collateral as well as the creation and dissemination of thought leadership articles that talk about the important and innovative work taking place at the school and in our community.

When possible, events are [live streamed](#) and shared with parents, this service is provided to our parents and boarding community through the assistance of the IT department.

One of the key strengths is TASIS England's commitment to student voice and we believe our inclusive approach to communications is a strength- ensuring that a broad representation of stories and voices are heard, represented, and shared appropriately. Students are featured in most of our stories and are authors or journalists themselves - talking about a sports event, project, or leadership opportunity they are involved with as featured on the [website's TASIS News page](#) and the weekly [TASIS Times](#) that is sent to the community. We also have a [Student Voice page](#) that was created in conjunction with the Upper School Student Council for students to contribute to making the community safer and to offer resources to support students. There is an interactive map to report the degrees an area is safe (Good, Okay or Bad) as well as resources to seek support and guidance related to safeguarding issues. This page was revised so that students can reflect and offer feedback on their home learning experience. The Director of Pastoral Care and Designated Safeguarding Lead monitors the responses and follows up with all concerns.

The [TASIS website](#) ([www.tasisengland.org](http://www.tasisengland.org)) is the online window through which we represent our school to the outside world. It contains [general information About Us](#), a tab that leads to [Admissions](#), one to [Academics](#), the [Arts, Sports & Activities](#), [Our Community](#), as well as [School Policies](#). Under each heading a viewer can not only gain comprehensive information about the school and get in contact with relevant departments and people, but, more importantly, gain a realistic impression of the history, nature, and vision of our school. The TASIS England website is a true representation of the [school's mission](#).

The [myTASIS Learning Management System \(LMS\)](#), supplied by Veracross, is a school information system based on a single, fully integrated database across all areas of the school. The platform provides an opportunity for students, parents, faculty, and administrators to communicate effectively and safely with one another. Updating

something once, it ripples across the entire school. Among others, the following functions are provided via the LMS platform to facilitate home-school relationships: [open gradebook with links to report cards for grades 6-12](#), [attendance record](#), [lower school report cards](#), [class web pages](#), [class resources](#), [assignments](#), [class directory](#), [group email functions](#) to parents and to students, access to a range of [policies and information documents](#), receive direct feedback from teachers (for grades 6-12) through the [online gradebook and regular report cards](#) and a [class calendar](#). There are separate LMS portals for students, faculty, and parents. Each member of the school community has the school calendar on the [landing page](#) plus a multitude of buttons with relevant links to further online resources. Faculty can view their students' [emergency and medical information](#), as well as students' English language levels ([ELL Profiles](#)).

Parents can update their ["Family Profile"](#) (e.g. inform the school about a change of address), they can purchase school uniform via the ["Uniform Store"](#), buy ["Spirit Wear"](#), contact with the ["TASIS Parent Teacher Association" \(TPA\)](#), or access [archived messages sent through LMS](#) such as TASIS Times which includes a [sectional weekly parent updates](#). The LMS further provides easy access to [handbooks and policies](#) such as the [Communications Protocol](#), and the [College Counseling Handbook](#). There is also information from various departments such as: the [Library](#) and [Sports and Activities](#). Students and parents can use the ["Faculty and Staff Commendation"](#) function on the LMS to share their feedback regarding individual teachers or departments with the leadership team. Online registration for day and overnight trips are conducted through LMS (such as the [October Travel Week](#)) as well. The most popular features are viewing the [daily lunch and supper menus](#), as well as the [photo gallery](#). The LMS data is also used to implement an effective and well-tested [Emergency Communications System](#)).

Besides the LMS, TASIS England Marketing & Communication Department informs the public about reviews of past as well as upcoming events via [Facebook](#). The Boarding community also utilizes Facebook through the [Boarding House Facebook](#) pages. In addition, Lower School uses [Seesaw](#) to further foster parent partnership and communication.

Many important celebrations (graduation), presentations about academics (IB or AP), theatre shows, concerts, debates or speeches by guest speakers or representatives from

colleges are often [live streamed and recorded](#), so parents (especially of boarding students) who are not able to attend physically are being kept up-to-date.

At TASIS England we foster a number of external partnerships to enrich and deepen students' learning in all sections, including boarding. These partnerships are cultivated to enhance students' academic, personal/social, or career development and we engage with them in a variety of ways. As a whole school we collaborate with outside agencies such as Surrey Family Services and law enforcement to meet Safeguarding needs. We are able to use them for both a proactive approach to student well-being and development or reactively to seek out appropriate services for individual students and/or their families in need.

Upper School students must meet the [Community Service Project \(service learning hours\) requirement](#) in order to graduate from TASIS England. Our students are involved in [local and international charities](#) through financial support, direct service, and/or raising awareness of a current issue. There are several [service opportunities](#) amongst the school. Upper Schools students can travel to Romania to work directly with [Romanian Children's Relief](#) or to Peru to work with children in care (see [Upper School overnight field trip page](#)). Another organization that the students engage with is the local [Food Bank](#) by donating food and even helping at the food bank site.

We believe in the value of international-mindedness. As such, we offer many opportunities for students to travel, both locally and abroad. Professional school travel providers help, not only with operations and safety, but also with building an itinerary around educational content and programs. All trips adhere to the [TASIS England Educational Visits, School Journeys and Site Activities Policy](#).

We have involved a number of [guest speakers](#) to inspire, motivate, and educate students. They often give students a different perspective that can enhance their academic and personal lives. The guest speakers range from current parents, university and college representatives, professionals, and motivational speakers.

TASIS England regularly seeks out external partnerships that further our mission; examples include [Gala sponsors](#), [Career Speaker Series](#) (professionals sharing career advice with

Upper School students), [Career Expo](#) with professional representatives and a [Parenting Workshop](#). The College Counseling Office also works closely with a number of area college counselors, co-hosting a biannual [London Area College Counselor Meeting](#). The department continues to develop relationships with international college counseling professionals through participation in [university counselor events and professional conferences](#) and facilitating individual, small and large groups of [university representatives to campus](#).

Specific to the Upper School and Middle School, there is a robust offering of [sports opportunities for students](#). We work closely with the [International Schools Athletic Association](#). Through this organization, students are able to compete against other like-minded international schools to enhance healthy competition and spirit. Lower School students can participate in a fall football tournament as part of our connection with the [Independent Schools Association](#). Middle School and Lower School students participate in [Boy Scouts](#), Girl Scouts, and Cub Scouts, where they have the opportunity to grow in leadership, resilience, and compassion. Students also partner with local agencies, such as the [Thorpe Community Link](#), which is a monthly tea held with community members to forge relationships. Lower School students attended and sang at the [Bluebird Care holiday party](#) to share in the joy of the season with local community members.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

The school has ample staff dedicated to managing communication to parents both individually and collectively. There is also a significant amount of material presented in the narrative which does not link to the criteria for this standard. TASIS England has a team of four people in the marketing and communication department and their work is complemented by ongoing communication from faculty and members of the SLT. Using the LMS, parents can receive feedback on their child's academic progress, behavior, and attendance as well as open communication with teachers and advisors. The weekly newsletters give parents information on events which have occurred and forecast upcoming activities.

There are specific channels for communicating for groups of parents such as the TPA and boarding families. TASIS England also maintains a presence on social media outlets and organizes specific parent events focused on communicating information which is relevant to the age of their child (college nights, school section update nights). To assist parents in managing the variety of communication platforms, TASIS England has created the Communication Protocol document which describes the first points of contact for areas such as teaching and learning, co-curricular activities, boarding, and safeguarding.

The school has historically offered students opportunities to connect with the wider world by bringing in guest speakers and sending students on off-campus trips. Students participate in athletics tournaments within the International Schools Athletics Association (ISAA), of which TASIS England was a founding member, as well as academic trips both within the country and abroad. Students in the upper and middle school typically are offered travel opportunities within the European Union for community service, academic enrichment or, as is the case with the October and February upper school trips, leisure. At the time this report was written, these programs were put on hold due to the pandemic.

The parent community indicated that there is a vibrant service learning program at TASIS England with 41% of those responding to the survey indicating that they strongly agree with this survey item. Parent opinion was mixed about the extent to which the school offers sufficient opportunities to develop leadership skills (11% disagreed, 44% strongly agreed). Based on survey data and conversations with students and parents, the school does not always leverage the cultural contexts of the parents to improve communication. With a relatively diverse parent community, the school may consider ways to enhance engagement.

## **Commendations**

None at this time.

## **Recommendations**

Domain H Standard 2 - The senior leadership team consider ways to utilize the cultural contexts of the school's international community to enhance parent engagement and intercultural learning.





## Part 2: Domain H - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

Based on the evidence gathered, we feel strongly that all standards are met, often exceeding the criteria. The following are areas for continued development:

*H1i. The quality of communications between school and home enhance the education received by the students and take place in accordance with the mission, aims and values of the school. This includes inducting parents new to the school community.*

- **Consistency in communicating student learning:** The school has made great efforts in providing feedback in regards to student learning through LMS, report cards, conferences, SeeSaw, etc. Moving forward, we would like to continue this development to see consistency in the way that we communicate learning throughout the entire school. We feel that our methods of communication are effective; and we strive to continue developing consistent and age-appropriate methods for providing feedback after assessments have been completed. We plan to do this by continuing to follow the essential agreements in each section mentioned in our [strategic plan](#) and [curriculum development timeline](#).

*H2iii. External partnerships enrich and deepen students' learning, including service learning.*

- **Service Learning:** Continue to develop community service and service learning throughout the school: TASIS England is committed to exploring avenues for service learning and community partnerships. As a school, we would also like to integrate service-learning into our everyday lives, not just doing “one-off” events or fundraisers, but really making it a core of who we are as a school. One area for growth would be to expand opportunities for Lower and Middle school students to more regularly engage in purposeful service learning within our own community. We plan to do this by incorporating service more fully into our curriculum.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

The planned actions identified by the self-study committee in this section are appropriate and reflect the evidence provided during the visit and within the report. TASIS England is well-aligned with the standards within this domain and, as indicated by the self-study committee, is ready to forge ahead. Both areas identified in this section are appropriate for the school’s current situation.

Addressing the consistency of how student learning is shared with parents will help confirm a strong school identity. Small changes to align the reporting processes will help students transition from one section of the school to the next and deepen their sense of belonging.

The service learning action item represents what could be a potentially major move ahead for the school. The SLT may wish to include and institutionalize the agreed-upon definition of intercultural learning in this plan to serve as a driver for the design and delivery of future service learning activities.

## Commendations

Please refer to commendations under individual standards for this domain.

## Recommendations

Please refer to recommendations under individual standards for this domain.

## Part 2: Domain I - Evaluative Commentary - Team Evaluation

The school uses the Essential Questions and Guided Development Questions to inform its investigation and support the gathering of evidence and self-evaluation against the Standards in the Domain.

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

#### Boarder Induction & Support

All boarders undertake a boarding and academic induction. Initially all new boarders complete a process of testing to ensure they are placed within the appropriate subjects and level.

Boarders are introduced to the boarding house routines including Study Hall, meal times, curfews, behavioural expectations, leaving campus, safeguarding and security. House Tutors are always available for academic support particularly during the evenings. The Library is available each night for further resources.

All new boarders will meet their House Parents / Deputy House Parents when they first arrive and be made aware of the roles of these adults in supporting their time at the School. Boarders are also made aware of other forms of support available to them as part of their initial induction. Boarders are handed a printed copy of the Boarder Guide for the current year.

As part of the overall induction, a community police officer presents to boarders on 'Staying safe in the local community'.

As well as House Parents who are always in residence, each student has access to a range

of academic advisors and House Tutors as well as teachers, the school counsellor, nurses and other TASIS staff. Additionally, there is an open-door approach to senior managers such as the Director of Pastoral Care (also the DSL), the Director of Boarding and the Head of School.

The [Safeguarding Team](#) is available on boarding house noticeboards as well as other noticeboards around school.

Students and their families are informed about outside counselling and listening services, including an internally sourced '[Independent Listener](#)' with whom boarders may make telephone contact if they wish. External agencies such as Childline, the Children's Commissioner and other sources are widely advertised on all boarding house noticeboards.

## **Security**

TASIS operates 24 hour per day on-site security. A team of security guards are on duty at all times. They have bases on North & South Campus, and carry out regular patrols of buildings and grounds. Access to campus and buildings is controlled by individual access cards. The [security and organisation of boarding provision](#) means that unauthorised persons cannot access boarding accommodation.

All members of the TASIS community has an entry / ID card giving access as appropriate. Doors to Boarding Houses are access controlled with a photographic ID and 24 security guards patrol the campus. Visitors are managed and supervised at all times. Students, staff, parents, visitors and volunteers are identifiable by their [coloured lanyards](#). Any person not wearing a coloured lanyard is challenged and reported to security.

## **CCTV**

Some indoor & all outdoor areas are covered by CCTV, which is monitored by Security. CCTV at TASIS is operated in accordance with GDPR and ICO (Information Commissioner's Office) All TASIS Security Guards are qualified to work as a CCTV operator (Public Space Surveillance) within the Private Security Industry. CCTV coverage zone charts are available from the Security department. External camera coverage which overlooks Boarding House windows have a 'masking' provision which ensures student privacy is not compromised. More information is held within section 5 pages 12-15 of the internal document School

Security Policies and Procedures available upon request.

### **Health & Safety**

TASIS is committed to improving Health and Safety management in all activities. To assist in the implementation of a suitable Health and Safety management system, TASIS engages the competent Health and Safety resource required under current regulations. Guidance entitled "Successful Health and Safety Management" and "Leading Health and Safety at Work" published by the Health and Safety Executive and the Institute of Directors will be used to develop our approach to managing risk.

School leaders have taken appropriate action to ensure that the boarding accommodation is safe and provides a comfortable and appropriate environment for boarders, ensuring that their welfare is taken into account.

Senior Leadership Team carry out regular [Learning Walks of dorms](#), which incorporates H&S observations.

Weekly [Health & Safety checks](#) are carried out on food storage areas, fire extinguishers, escape routes, electrical appliances, emergency lighting, fire loading, fire alarms and other hazards on a daily or weekly basis as appropriate.

### **Risk Assessments**

The Risk Assessment Policy is relevant and useful. It identifies when and how health and safety risks will be assessed and managed. Under the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools (2015) and the Management of Health & Safety at Work Regulations, the School is required to manage the level of risk in all of its activities and provide a policy that describes the School's approach to managing that risk.

The [Risk Assessment Policy](#) is inclusive of school arranged activities outside of usual school hours. It applies to all staff (teaching, boarding and support staff), the Board of Directors and volunteers working in the school.

Houseparents complete [risk assessments for individual houses](#), which are annually reviewed. An external contractor completes fire risk assessments for each house.

## **Fire Safety**

The TASIS [Fire Safety & Emergency Evacuation Procedures](#) is in compliance with Part 3 Welfare, Health and Safety of Pupils paragraph 12, Regulatory Reform (Fire Safety) Order 2005, as stated in the Independent School Standards Regulations and NMS 7.1. The policy is applicable to all premises under the control of TASIS The American School in England (the School) and describes the approach to the control of risk from fire.

Boarding staff have completed fire marshal training and there is a rolling fire safety training programme which ensures they are kept up to date. Estates Management manage the fire response overall. Fire drills are carried out regularly. The timings and any additional information are recorded, in line with requirements.

## **Safeguarding Arrangements**

The [Safeguarding Children and Child Protection Policy](#) is a 'live' document that is under constant scrutiny and review, the policy is implemented across the School with staff required to sign an agreement that they have read and understood the policy. Staff share concerns regarding all aspects of safeguarding, including mental health and wellbeing issues, with each other and across the relevant teams via the Child Protection Online Management System (CPOMS). Boarding staff attend relevant regular online and class-based training and workshops.

The policy is in line with the September 2019 edition of Keeping Children Safe in Education and Working Together guidance. The school safeguarding team respond quickly & effectively to all safeguarding concerns. The Head of Boarding and House Parents are trained to DSL level. Three boarding representatives attend weekly school safeguarding meetings.

## **Health & Wellbeing**

The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.

- [TASIS England Health Centre Policies](#)
- [Mental Health Policy 2018-2019](#)
- [Accessibility Plan 2017 - 2020](#)



Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary.

Medication is managed by the Health Centre. Students may be eligible to self-medicate if assessed to be sufficiently competent. Risk assessments are completed for competent students. Self-medicating students keep medications locked in their individual lock box. See section 7 of the TASIS England Health Centre Policies for more details.

### **Safer Recruitment**

Scrutiny of potential employees is good. All gaps in a candidate's employment history are fully explored. Records clearly indicate where overseas criminal record checks are required and the outcome of these enquiries. Risk assessments are routinely completed where any staff member commences their employment prior to background checks being completed. Police checks are now in place for all persons who live on site but are not employed by the school.

There is a system in place to ensure written agreements are made with all non- employed over 16 year olds who reside on the school premises. The agreements specify the expectations relating to contact with pupils. Detailed and clear guidance regarding the supervision of visitors to non-employed adults on the school site are explicit in the written agreements.

### **Staffing & Supervision**

All staff will have Job Descriptions suitable for their post and role, held by the HR Department. The School has policies for Induction, Appraisal and PD which should be followed at all times. A list of volunteers, their role and expectations will be maintained as part of the Single Central Record. Volunteers will be under the management of a staff member at all times unless they are sufficiently cleared and trained in safeguarding practices to the same level as any other member of staff and are allowed to supervise students.

The School will maintain a database of training and the monitoring of staff practice will

include a formal process of review throughout the academic year. Those employed in boarding will have suitable and appropriate boarding objectives set, and be assessed against these, during an annual appraisal cycle.

The School implements a policy and protocol for adults not employed by the school living in school accommodation within a Boarding House which should be followed at all times. Any adult members of House Parent households who have a role within the house or regular contact with (and implied responsibility for) boarders, whether paid or unpaid, is clarified and made known to the house staff team.

All houses have a team of 7 staff, 2 Residential House Parents and 5 House Tutors. In addition, there are four BSWs and 1-3 'roving' staff on duty during the evenings and weekends to monitor and supervise students around campus; these staff are mobile allowing them to attend areas where they are required. House Parents have significantly reduced or no teaching responsibilities enabling them to provide greater support to students. Staff are able to develop relationships with students and this in turn encourages students to seek adult support when needed.

Systems that enable staff to ascertain the location of students at any time are in place. Rules pertaining to off-site unsupervised activities are focused on student's safety. There are sufficient numbers of staff on campus to respond to emergency situations at all times.

There are no periods of time when there is not a named responsible member of boarding staff available to meet the needs of students. Staff are motivated and positive about the changes that have been implemented at the school. They are knowledgeable and able to implement good safeguarding practice, processes and procedures.

The Director/Head of Boarding and Head of School are responsible for arranging adequate and suitable staffing. House Parents are responsible for devising and implementing a staff rota for their House, alerting the Director of Boarding to any gaps or staff issues that may lead to a reduction in staffing levels (eg sickness, emergencies). Staff cover will be arranged by the Director of Boarding in the event of any reduction or potential reduction in staffing.

Boarding students are required to sign in and out of their respective Boarding Houses on

the electronic Boardingware system whenever they leave or return to their House. They are required to do the same when they have a 'leave out' off campus for any reason, having completed and submitted a 'leave request' through the Boardingware system that has been endorsed and approved by both parent and House Parents; boarding students will sign back in upon their return.

All boarders should inform a member of House Staff when they leave and/or re-enter the boarding house.

The School will collect and record the mobile phone numbers of boarders and ensure that they have the appropriate contact number for the member of staff on duty. Signing-out records are regularly monitored by members of house and senior staff. Houses are able to demonstrate the records or house lists used in the event of a fire drill, by day or night. Boarding houses also utilise a series of 'roll calls' and 'check-in's' during the day and in the evening.

The [Boarding Staff Handbook](#) provides relevant guidance and procedure for staff; the [TASIS Boarders' Guide](#) provides guidance for students. The Boarding Staff Handbook includes relevant guidance and procedure regarding missing boarders. Systems and staff are able to distinguish between boarders who are absent from a day-time roll call, and those missing at night, or who fail to return from 'leave out' at the appointed time. On call, overnight duty staff are available via the house mobile, via the resident staff members' landline telephone and by boarders physically knocking on the door. This is seen to work well in practice.

All Boarding Houses are provided with suitable accommodation for residential staff that is suitably separated from the accommodation of boarding students. This includes separate toilet and washing facilities and separate dining facilities if that is preferred by the individual staff member.

### **Boarding Accommodation**

Suitable sleeping accommodation is provided for boarders. It is [well organised and managed](#) with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Where boarders are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls.

The structure of the boarding accommodation is centred around 4 small to medium sized residential boarding houses and 3 dormitory style accommodations laid out over 2 floors within the main building of Thorpe Place on the south side of the campus. The safety and security of the boarding provision has been vastly improved since moving all of the boarding services to one side of the campus. There are a range of strengths in the care, support and supervision provided by boarding staff; expectations of students within the programme are high as is the ambition and endeavour of students themselves, this has a subsequent positive impact on the progress and general wellbeing of boarding students and student/staff relations within the houses.

Improvements have been made to the overall standard of accommodation provided for young people. Bunk beds are no longer in use. Previous hazards have been resolved and risk assessments ensure that facilities are appropriate and safe.

More communal space has been made available in dormitories where this was previously limited. Leaders recognise that, in some boarding houses, the lounges are challenging for large numbers of boarders to congregate all at once although there are other areas that will accommodate larger numbers of boarders within their social time such as the Royals Cafe, Dining Hall, outdoor terraces and the Wellbeing Centre. Each boarder has their own desk for private study. Study can and does also take place within the library and dining hall area which allows a variance for studying whilst maintaining adequate supervision levels.

All boarding accommodation has and will continue to have suitable toilet and washing facilities, Shared bathrooms, with dual entrances, have locks on both doors, so young people have appropriate privacy.

House organisation is the responsibility of the House Parents who, along with the boarding house team, will be responsible for identifying repairs and hazards in their House.

All boarding accommodation has and should continue to have

- Appropriate heating, lighting and ventilation
- Suitable furnishings and soft furnishings
- Provision for disabled students or those with restricted mobility will be available on site but not necessarily in all Houses.

The Estates Manager will:

- Programme and manage all routine servicing and health & safety checks in Houses and around the site
- Allocate and managed cleaning staff to boarding accommodation
- Provide laundry services for Houses from both the central laundry facility and in each House.

Boarding refurbishment and development projects will be prioritised and allocated funding each year under the Board of Directors Finance Committee agenda.

The Maintenance department undertakes a yearly condition audit of all Boarding Houses and classrooms during the Easter recess period in order to undertake prescribed maintenance related works. This procedure is managed with tick box forms for Maintenance technicians to complete and add comments for actioning on the Help Desk facility.

The Maintenance department has a yearly planner of scheduled service contracts for plant and equipment.

Housekeeping staff, House Parent staff and all faculty and staff through the online Maintenance Help Desk facility, have the ability throughout the year to report maintenance related repairs.

The Help Desk facility is an online system which allows faculty and staff to electronically register a work request relating to maintenance work identified throughout the estate. Health & Safety related works will be given priority attention by Maintenance management. Reasonable adjustments can be made supported by the Accessibility Plan

The removal of bunk beds and the addition of working desks for each boarder means that the accommodation is suitably furnished. All boarders are housed in accommodation which is of sufficient size for the boarders who reside there. Boarding accommodation is separated by gender and houses are organised by grade and age. Clean, suitable, sufficiently warm bedding is provided and spare bedding is always available.

Students may decorate their rooms within the bounds set by decency and good taste. Decorations should not damage or deface the room in any way. Decorations must be hung according to the guidelines set by Estates Management and House Parents Residents. This is published upon the Regulations section of the boarding pages on the School website.

### **Boarding Activities**

There is a programme of formal and informal activities available at weekends and during the boarders free time. After school there are a range of activities which are based around cultural, entertainment and sporting activities. At weekends there is a 'Go Cat' programme that includes on site and offsite activities and trips. [Weekend Boarding Trips](#) / [Sports & Activities List](#) / [Education Trips Dashboard](#)

Individual staff offer and plan both on-site and off-site trips and activities. Students are allowed to travel locally or to London with the required parental permissions which are collated when the student begins their time at the School, these permissions are largely age related. Each house undertake their own activities on an ad hoc basis also.

There is a growing 'inter house competition' outlook. Many of the school facilities are available to boarding students in their leisure time, notably the gym and other sports/art/music facilities. Many of the houses have varied entertainment/games/libraries in their common rooms to aid socialising and to promote togetherness. At weekends many students have access to computer games, these are monitored to ensure they are not over indulged. Students are encouraged to engage in these activities, a [small range of activities throughout the year](#) are encouraged to be compulsory.

TASIS has a robust approach to engaging with Learning Outside the Classroom (LOtC) with a wide range of internal and external sports and educational activities during evenings and weekends. These include cultural visits, sports (visits and participation), shopping trips, internal clubs, community events and themed meals and gatherings. Promoting international mindedness, there are also a large number of overseas trips throughout the year, including service trips to Romania, skiing trips and curriculum based cultural trips.

The School site provides a range of facilities. These are made available to boarders as much as possible but within reasonable hours mindful of differences in age. There are [designated](#)

[social areas around campus](#) where boarders may mix with students from other Boarding Houses.

### **House Parents**

With students from a diverse range of countries and cultures, it is paramount that the House Parent display a big enough presence, to bring everyone together and create a fun environment for the students. House Parents play a pivotal role in the pupils' growth, alongside their academic development. They also understand that it is just as important to meet their emotional and social needs amidst all the changes they are going through.

### **House Tutors**

All students have a House Tutor who will work in the boarding houses between their study hall hours and on weekends, giving the students access to staff that they can go to about school work and making sure they receive the academic support they need.

### **Wellbeing Centre**

Health education is a priority to us and we have the resources to support and promote the wellbeing and good mental health of all. We believe it is important to create a culture of awareness of mental health needs, with no stigma or discrimination, providing whilst providing high quality mental health training to all. The [centre](#) offers a place for quiet reflection, with calming music playing it also has a room for yoga, a multi faith prayer room and a place for students to meet with staff who have mental health training. The Wellbeing Centre has been utilised to run an 8 week '[Mindfulness](#)' program for our G8 boarders.

Mindfulness program

### **Assemblies**

The Head of Boarding hosts weekly assemblies, which can be used as information sharing sessions or as targeted assemblies with themes, such as 'Resilience' and 'Manners'.Manners assembly / Boarder briefing

## **Evaluator Ratings**

No Rating

## **Evaluator Reason for Rating**

A considerable amount of work has been achieved between the preliminary report and the accreditation visit. The evidence provided demonstrates an openness to self-reflection and external scrutiny and suggests that the boarding provision is a strength of the school.

Boarders feel safe, secure, and well cared for and the work of the boarding staff over the past few months, in particular, has shown some outstanding practice to support the boarders during an incredibly challenging period both locally and internationally.

There are a number of significant areas of strength which have developed over the past 18 months, including the re-evaluation of the boarding mission statement and reviewing of policies, the strengthening of boarder voice in the life of boarding and the induction of new boarders and new staff. The emphasis on strengthening of provision of mental health and well-being through training and increased dedicated staffing is noteworthy. With an increasing boarding capacity from January 2021 TASIS the American School in England (TASIS England) have identified this as a developing area of the school.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.



## Part 2: Domain I - Standard I1 - Team Evaluation

The school's Guiding Statements support boarding / homestay / residential services and serve the well-being of all boarding students and staff.

### Ratings Rubric

Team Evaluation Criteria I1i. The statement of principles of Boarding and Homestay is reviewed to ensure its relevance to the school's Guiding Statements and to the needs of the boarding/homestay students. Future Aspirations I1i. How will the statement of principles be developed to reflect the changing needs and circumstances of boarding/ homestay students?

### Self Ratings

Met

### Response

A suitable statement of the school's boarding principles and practice is available to parents and staff, is made known to boarders, and is seen to work in practice. [TASIS Boarding Principles & Practice](#) are available on the school website, on display in all Houses and within the [Boarding Guide](#) for students and parents incorporating:

- Boarding Mission Statement
- Our commitments
- Our outcomes

Printed versions of the guide are available to boarders within boarding houses. Principles are available to staff within the Boarding Staff Handbook accessible through the Google Boarding Team Drive. Our statement of Boarding Principles & Practice was reviewed in April 2020 and updated to more accurately reflect the overall TASIS Mission:

***TASIS England nurtures intellectual curiosity and emboldens each learner to flourish as a principled, open-minded, and compassionate member of a global community.***

The TASIS England Boarding program supports this mission by safeguarding & supporting

the well-being of each boarding student, enabling them to develop independence, responsibility, respect & resilience.

### **Our Commitments...**

We commit to providing pathways for our boarders to thrive in all areas with opportunities through a variety of artistic, cultural, service, sporting & recreational enrichment activities.

We commit to engaging with our boarders through regular House meetings, Boarding Councils & weekly Assemblies to ensure that our boarders views help to shape our community.

We commit to connecting with the boarders through building kind & respectful relationships. We commit to providing opportunities for boarders to connect & build lasting friendships with their peers through shared experiences, such as inductions, Community events & well thought out dorm allocations.

### **Our Outcomes...**

Through these commitments, we aim to support our boarders develop a passion for lifelong learning, with our boarding alumni engaging in diverse & inspiring pathways beyond their TASIS Education.

We aim to support the development of boarders commitment to service leadership. Opportunities within our boarding program to serve the boarding, school, local, national & global communities are evident in House Leadership, School Councils, Charity events & overseas service trips.

Through living together in diverse boarding Houses & building lifelong relationships, we aim to develop truly internationally minded global citizens.

When boarders arrive at TASIS they very much are taking a step into the unknown and develop resilience in being away from their families. Travelling from a variety of destinations around the world, they arrive into the British village of Thorpe and have to adapt to a new

environment, culture, language & routine. Beyond this, within the melting pot of diversity that is the TASIS Community, one must quickly learn to appreciate the importance of international mindedness and respect the points of view of others who may hold entirely contrasting values and have been brought up to see the world differently.

Building connections & relationships in this context is vital in order for boarding students to thrive. Starting with the shared experiences of not knowing anybody, sharing houses together, eating meals and learning about each other. The common teary eyes of homesickness are quickly replaced with smiles & laughter as budding friendships & acquaintances blossom into something more meaningful. A simple greeting over breakfast can develop into taking the train together into the city to explore London or being invited to stay at a family home over the break.

Relationships with staff members are equally important. It takes a village to raise a child, and our village is full to the brim of people willing to offer support from Houseparents to Housekeepers. Trust & respect is earned over time to the point where boarders feel comfortable in talking to staff members about successes & challenges that they are facing.

Ultimately, boarders will not look back at their time at TASIS and remember the colour of their bedroom walls, their maths lessons or the food - they'll remember the people with whom they connected the most. In some cases, those relationships will last a lifetime along with their passion for lifelong learning.

## **Evaluator Ratings**

Met

## **Evaluator Reason for Rating**

It is clear from the self-study committee report and the evidence collated that boarding at TASIS England has undergone significant changes over the past few years. As part of the process of change and the re-evaluation of the school's guiding statements, the boarding leadership team have duly reviewed and sculpted a set of principles that is closely aligned to these statements. This was reviewed in April 2020 and will continue to undergo annual reviews to reflect the changing needs and circumstances within the boarding context.

It was evident in conversations with the self-study committee for Domain I and with the boarding students that the stated commitments are reflecting the current practice within the boarding setting. It was clear from these conversations that there has been a significant amount of reflection and collaboration between members of the community to produce the Boarding Mission Statement contained within the Boarding Principles and Practice document. As the needs of boarders change it will be important too for the director of boarding to continue to investigate proactive ways of capturing their needs.

## **Commendations**

None at this time.

## **Recommendations**

Domain I Standard 1 - The director of boarding to investigate ways to periodically review the changing needs of boarding students so that the duty of care remains of the highest standard.

## Part 2: Domain I - Standard I2 - Team Evaluation

The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and boarders' health records.

### Ratings Rubric

Team Evaluation Criteria I2i. The policies and procedures for the health, welfare and security for residential students are effective and understood by all stakeholders. They are reviewed regularly and evaluated with the specific needs of residential students in mind.

Future Aspirations I2i. How are the rights of the child respected in managing the health, welfare and personal problems of residential students?

### Self Ratings

Exceeded

### Response

#### Security

TASIS operates 24 hour per day on-site security. A team of security guards are on duty at all times. They have bases on [North & South Campus](#), and carry out regular patrols of buildings and grounds. Access to campus and buildings is controlled by individual access cards. The [security and organisation of boarding provision](#) means that unauthorised persons cannot access boarding accommodation.

All members of the TASIS community has an entry / ID card giving access as appropriate. Doors to Boarding Houses are access controlled with a photographic ID and 24 security guards patrol the campus. Visitors are managed and supervised at all times. Students, staff, parents, visitors and volunteers are identifiable by their [coloured lanyards](#). Any person not wearing a coloured lanyard is challenged and reported to security.

#### CCTV

Some indoor & all outdoor areas are covered by CCTV, which is monitored by Security. CCTV at TASIS is operated in accordance with GDPR and ICO (Information Commissioner's

Office) All TASIS Security Guards are qualified to work as a CCTV operator (Public Space Surveillance) within the Private Security Industry. CCTV coverage zone charts are available from the Security department. External camera coverage which overlooks Boarding House windows have a 'masking' provision which ensures student privacy is not compromised. More information is held within section 5 pages 12-15 of the internal document School Security Policies and Procedures available upon request.

## **Health & Safety**

TASIS is committed to improving Health and Safety management in all activities. To assist in the implementation of a suitable Health and Safety management system, TASIS engages the competent Health and Safety resource required under current regulations. Guidance entitled "Successful Health and Safety Management" and "Leading Health and Safety at Work" published by the Health and Safety Executive and the Institute of Directors will be used to develop our approach to managing risk.

School leaders have taken appropriate action to ensure that the boarding accommodation is safe and provides a comfortable and appropriate environment for boarders, ensuring that their welfare is taken into account.

- [Health & Safety Policy](#)
- Health and Safety committee meeting minutes and documented actions
- Maintenance Designated Log Folders, containing the statutory water, gas, electrical and lighting inspection outcomes - point to logs - checked and in good order
- Routine quarterly inspection of boarding houses, faculty accommodations and classrooms (evidence held by Estates in their ISI evidence folder) - evidence and by whom, when.

Senior Leadership Team carry out regular [Learning Walks of dorms](#), which incorporates H&S observations.

[Weekly H&S checks](#) are carried out on food storage areas, fire extinguishers, escape routes, electrical appliances, emergency lighting, fire loading, fire alarms and other hazards on a daily or weekly basis as appropriate.

## **Risk Assessments**

The [Risk Assessment Policy](#) is relevant and useful. It identifies when and how health and

safety risks will be assessed and managed. Under the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools (2015) and the Management of Health & Safety at Work Regulations, the School is required to manage the level of risk in all of its activities and provide a policy that describes the School's approach to managing that risk.

The Risk Assessment Policy is inclusive of school arranged activities outside of usual school hours. It applies to all staff (teaching, boarding and support staff), the Board of Directors and volunteers working in the school.

Houseparents complete [risk assessments for individual houses](#), which are annually reviewed. An external contractor completes [fire risk assessments for each house](#).

### **Fire Safety**

The TASIS [Fire Safety & Emergency Evacuation Procedures](#) is in compliance with Part 3 Welfare, Health and Safety of Pupils paragraph 12, Regulatory Reform (Fire Safety) Order 2005, as stated in the Independent School Standards Regulations and NMS 7.1. The policy is applicable to all premises under the control of TASIS The American School in England (the School) and describes the approach to the control of risk from fire.

Boarding staff have completed fire marshal training and there is a rolling fire safety training programme which ensures they are kept up to date. Our Estates team manages the fire response overall. Fire drills are carried out regularly. The timings and any additional information are recorded, in line with requirements.

### **Safeguarding Arrangements**

The [Safeguarding Children and Child Protection Policy](#) is a 'live' document that is under constant scrutiny and review, the policy is implemented across the School with staff required to sign an agreement that they have read and understood the policy. Staff share concerns regarding all aspects of safeguarding, including mental health and wellbeing issues, with each other and across the relevant teams via the Child Protection Online Management System (CPOMS). Boarding staff attend relevant regular online and class-based training and workshops. The policy is in line with the September 2019 edition of Keeping Children Safe in Education and Working Together guidance.

The school safeguarding team responds quickly and effectively to all safeguarding concerns. The Head of Boarding and House Parents are trained to Designated Safeguarding Lead level. Three boarding representatives attend weekly school safeguarding meetings.

## **Health & Wellbeing**

The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.

- [TASIS England Health Centre Policies](#)
- [Mental Health Policy 2018-2019](#)
- [Accessibility Plan 2017 - 2020](#)

Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary.

Medication is managed by the Health Centre. Students may be eligible to self-medicate if assessed to be sufficiently competent. Risk assessments are completed for competent students. Self-medicating students keep medications locked in their individual lock box. See section 7 of the TASIS England Health Centre Policies for more details.

## **Safer Recruitment**

[Scrutiny of potential employees is good.](#) All gaps in a candidate's employment history are fully explored. Records clearly indicate where overseas criminal record checks are required and the outcome of these enquiries. Risk assessments are routinely completed where any staff member commences their employment prior to background checks being completed. Police checks are now in place for all persons who live on site but are not employed by the school.

There is a system in place to ensure written agreements are made with all non- employed over 16 year olds who reside on the school premises. The agreements specify the expectations relating to contact with pupils. Detailed and clear guidance regarding the supervision of visitors to non-employed adults on the school site are explicit in the written



agreements. The School has a Code of Conduct for Staff and Volunteers which should be followed at all times.

## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

Conversations with boarding students, boarding staff and the medical team indicated that all relevant stakeholders were aware of the policies and procedures relating to the health, welfare, and security of the boarders and that these are effectively actioned. The evidence from the CIS Community Survey also suggests that the parents of the boarding students share confidence in the processes and policies with 96.3% of the 54 responding parents agreeing or strongly agreeing. The school highlighted two actions based on the preparatory report relating to this standard, regarding the use of technology and the communication to parents of the relevant child protection procedures, both of which have been addressed. From conversation with the self-study committee they have undertaken additional measures regarding communication channels and this was supported by the discussions with the boarding students. The evidence suggests that the policies and procedures are reviewed regularly, at least on an annual basis. It could be beneficial for the school to enable greater input from the students regarding health and safety concerns. Pertinent external bodies are consulted to update policies and the information is disseminated to the relevant members of the community.

TASIS England have undergone a number of recent external audits from regulatory bodies and it is clear from the evidence supplied that the regular and robust process of self-evaluation through the National Minimum Boarding Standards and internal auditing through SLT learning walks demonstrates, that this is a particular strength of the school.

## Commendations

Domain I Standard 2 - The director of boarding and senior leadership team for driving policy development and effective practices so that health, welfare, and security are of the highest standard at TASIS England.

## Recommendations

## Part 2: Domain I - Standard I3 - Team Evaluation

The induction and support of boarding and homestay students enables these students to be secure in their learning.

### Ratings Rubric

Team Evaluation Criteria I3i. The induction and support programme matches the welfare and the learning needs of the students and the students are involved in giving feedback on its implementation. I3ii. Students are able to grow in independence, make responsible decisions and sensible choices as they mature. Future Aspirations I3i. How will the school enrich the quality of its support for residential students? I3ii. Is the school able to involve persons, other than a parent, outside the staff, and those responsible for the leadership and governance of the school, whom students may contact directly about personal problems or concerns?

### Self Ratings

Met

### Response

There is an appropriate [process of induction and guidance for new boarding students](#). All boarders undertake a boarding and academic induction. Initially all new boarders complete a process of testing to ensure they are placed within the appropriate subjects and level.

Boarders are [introduced to the boarding house routines](#) including Study Hall, meal times, curfews, behavioural expectations, leaving campus, safeguarding and security. House Tutors are always available for academic support particularly during the evenings. The Library is available each night for further resources.

All new boarders will meet their House Parents / Deputy House Parents when they first arrive and be made aware of the roles of these adults in supporting their time at the School. Boarders are also made aware of other forms of support available to them as part of their initial induction. Boarders are handed a printed copy of the Boarder Guide for the current year.

As part of the overall induction, a community [police officer presents to boarders](#) on 'Staying safe in the local community'. Each boarder has a choice of staff to whom s/he can turn for personal guidance or for help with a personal problem.

As well as House Parents who are always in residence, each student has access to a range of academic advisors and House Tutors as well as teachers, the school counsellor, nurses and other TASIS staff. Additionally, there is an open-door approach to senior managers such as the Director of Pastoral Care (also the DSL), the Director of Boarding and the Head of School.

The [Safeguarding Team](#) is available on boarding house notice boards as well as other notice boards around school. Students and their families are informed about outside counselling and listening services, including an internally sourced '[Independent Listener](#)' with whom boarders may make telephone contact if they wish.

External agencies such as Childline, the Children's Commissioner and other sources are widely advertised on all boarding house notice boards.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

It was evident in conversations with the boarding self-study committee and the boarding students that an extensive and tailored induction is in place for all new boarding students to TASIS England. There is forethought for the transition period for new boarders, with planned buddy contact before arrival and careful selection of roommates, linked to the mission goal of allowing students "to flourish as a principled, open-minded, and compassionate members of a global community". The boarding team place a strong emphasis on the involvement of boarders in its development, including boarder voice as a regular agenda item in houseparent meetings. Furthermore a 'you said, we did' document offers key feedback to boarders regarding the impact of their suggestions.

During the self-study meeting it became evident that boarding students were encouraged to share suggestions of weekend activities and service projects to serve the boarding and local community. An example shared was from the period of lockdown, when seventeen of the boarders remained over the summer term, and suggested to offer community service to a local church. There were a number of examples of boarding students offering service leadership through varying weekend activities, demonstrating an environment of responsible independent action.

## **Commendations**

Domain I Standard 3 - The director of boarding and houseparent team for creating an induction program providing support at entry which is ongoing and facilitates the transition to boarding and life at TASIS England.

## **Recommendations**

## Part 2: Domain I - Standard I4 - Team Evaluation

The school provides health and well-being support to residential students, including medical treatment and first aid, care of sick students/staff, the management of health and personal problems, crisis management and health well-being education.

### Ratings Rubric

Team Evaluation Criteria I4i. In addition to effective policies, procedures and health and well-being education, suitable accommodation, suitably staffed, including toilet and washing facilities, is provided in order to cater for the needs of residential students who are sick or injured. Such students also have access to 24 hour care, local medical, dental, optometric and other specialist services or provision as necessary. Policy and provision is reviewed regularly. Future Aspirations I4i. How does the school consider the wellness of residential students and their specific needs distinctly from the needs of day students (if the school has day students)? I4ii. How are crises prepared for, scenarios rehearsed and risk managed for residential students?

### Self Ratings

Met

### Response

The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.

Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding students who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary.

The on-site Health Centre provides independent accommodation provided by a team of

round the clock qualified nurses. Many of our Houseparents are trained Mental Health First Aiders. In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary. The process is managed by the Health Centre and is evidenced within the policy.

A General Practice Doctor visits our campus twice weekly. All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so.

Medication is managed by the Health Centre. Students may be eligible to self-medicate if assessed to be sufficiently competent. Risk assessments are completed for competent students. Self-medicating students keep medications locked in their individual lock box. The confidentiality and rights of boarders as patients are appropriately respected. This includes the right of a boarder deemed to be “Gillick Competent” to give or withhold consent for his/her own treatment.

Health information is provided to boarders when global health concerns arise, such as Coronavirus, and the senior team plan for / communicate developments clearly with students, parents & staff. During the COVID-19 pandemic, 16 students and 1 Alumni were stranded in the UK and offered a safe-haven throughout UK lockdown until they were able to fly home. [We established a quarantine building / procedures for ill students and ran a boarding programme to compliment their online learning.](#)

## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

From the evidence collated prior to the visit, including an extensive presentation from the director of boarding and a filmed tour of the boarding houses, it is clear that the staffing is suitable for the boarding provision that TASIS England offer. There are suitable toilet and washing facilities with appropriate restricted measures employed due to the COVID-19 response. Although 20% of the 150 boarding students responding to the CIS Community

Survey either disagreed, or strongly disagreed with the statement that they had access to 24/7 medical care, it was clear from the visit that much work had gone into communication channels to ensure boarders are aware of the extensive provision. This improvement was evidenced in conversations with the boarding students. The provision not only extends to nursing availability 24/7, including weekend opening times in the medical center, but also the visit of a school doctor to campus twice a week.

Boarding staff are first-aid and mental health first-aid trained, providing comprehensive care for the boarders they oversee and specialized counselors are present in the boarding houses during the evenings. Conversations with the self-study committee highlighted the current development of a social and emotional development program for boarders offering evening sessions on a wide range of well-being educational topics. The boarding staff could consider how best to involve the boarders in the development of this program.

The evidence suggests an improved rating from that indicated by the school.

## **Commendations**

Domain I Standard 4 (Major) - The director of boarding and director of pastoral care for enhancing the provision of support for well-being and mental health within the boarding section of the school which is enhancing the support of the boarders.

## **Recommendations**

Domain I - Standard I4



## Part 2: Domain I - Standard I5 - Team Evaluation

The school has established systematic and effective arrangements for communicating with parents and caregivers.

### Ratings Rubric

Team Evaluation Criteria I5i. All constituent groups report effective communication systems. I5ii. Residential students are able to contact their parents/ caregivers and families in private and the school facilitates this, as necessary. Future Aspirations I5i. How does the school operate proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by residential students?

### Self Ratings

Met

### Response

Boarders may contact their parents and families when they desire. As an international school, it may be necessary for some students to contact their parents during unsociable hours. Extensive Wi-Fi access enables boarders to use Skype or similar technology to contact their parents. Wifi access is covered within the [E-Safety Policy](#) and unsafe practices are monitored by [Smoothwall web filtering and solutions](#) which is set up to email reports to relevant staff on a daily basis.

[Parents are given a presentation](#) by the HOB at the start of the year highlighting communication avenues. Houses and HOB send weekly newsletters. Parents receive weekly newsletters from the Director of Boarding along with weekly updates from Houseparents, and the Head via TASIS Times. Parents are able to put in leave requests and House teams can log daily reports via [Boardingware software](#).

Parents have access to the LMS & Boarding Facebook page, which are updated with information regularly. Houseparents communicate weekly via the weekly Houseparent meeting. These [minutes](#) are shared across the school. Houseparents and House Tutors can

communicate daily via [House Logs](#).

Boarders receive information via daily house briefings and [weekly boarding assemblies](#). Any safeguarding concerns can be communicated electronically to key staff via CPOMS software. Staff can also communicate via 1 to 1 supervision meetings. The student voice page is available for all students to feedback on all aspects of school life. The Head of Pastoral Care responds regularly to student voice page feedback.

[House Leaders raise issues on behalf of boarders at Boarding Council meetings](#), helping to shape the boarding experience.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

The evidence suggests from conversations with the boarding self-study committee and the boarding students that effective communications are achieved with all constituent groups. As part of the induction parents are given a presentation from the director of boarding as well as a parental guide to the boarding experience. There are regular contacts between parents and boarding houseparents, and in addition weekly updates are shared from the director of boarding and boarding staff on key information and events. Furthermore parents have access to the learning management system (LMS) and a dedicated Facebook page that is used to share information.

Boarders have communication channels with houseparents through the daily house briefings and weekly boarding assemblies, and the boarder voice is gathered through a number of avenues including the Student Voice Platform, the house leaders, the boarding committee, and direct feedback to boarding staff. There is a fixed agenda item relating to boarder voice within the weekly meetings between the director of boarding and the houseparents with feedback regarding any implemented change offered during the weekly assemblies. In addition to the weekly meetings houseparents have regular one-to-one meetings with the director of boarding. Information regarding student well-being is shared with members of staff via the CPOMS system, offering a clearly targeted approach to the

support of boarders with inclusion of key staff stakeholders and clear feedback when action is required. The Smoothwall Internet filtering system also provides up-to-date information regarding boarder's Internet usage. The director of boarding highlighted that this information had provided useful information regarding patterns of behavior. It will be useful to scrutinize this information moving forward to help inform the social and emotional program. Boarding students are able to privately contact parents/caregivers with the school's WiFi system, evidenced by the 95.3% of the 150 responding students in CIS Community Survey who agreed or strongly agreed that they are able to do so and in conversation with the boarding students.

## **Commendations**

None at this time.

## **Recommendations**

Domain I Standard 5 - The director of boarding to ascertain more targeted use of the Smoothwall reporting tools, to support the social and emotional development program in boarding.

## Part 2: Domain I - Standard I6 - Team Evaluation

Boarding accommodation is suitable for the number, gender(s) and needs of the enrolled students.

### Ratings Rubric

Team Evaluation Criteria I6i. The sleeping accommodation is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all students. I6ii. Gender separation is practised for those over 8 years of age. I6iii. Suitable toilet and washing facilities are accessible from the sleeping accommodation and give appropriate privacy. I6iv. The living accommodation provided is organised for private study outside school hours and for social purposes. I6v. The accommodation provided is appropriately lit, heated, cooled and ventilated, cleaned and maintained. I6vi. Reasonable accommodations are made for any students with restricted mobility. Future Aspirations I6i. How is the school evaluating the quality of accommodation provided for residential students, against the school's Guiding Statements, values and with respect to the students' cultural contexts?

### Self Ratings

Met

### Response

Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Sleeping accommodation for boys is separate from sleeping accommodation for girls.

The structure of the boarding accommodation is centred around 4 small to medium sized residential boarding houses and 3 dormitory style accommodations laid out over 2 floors within the main building of Thorpe Place on the south side of the campus. The safety and security of the boarding provision has been vastly improved since moving all of the boarding services to one side of the campus. There are a range of strengths in the care, support and supervision provided by boarding staff; expectations of students within the programme are high as is the ambition and endeavour of students themselves, this has a

subsequent positive impact on the progress and general wellbeing of boarding students and student/staff relations within the houses.

Improvements have been made to the overall standard of accommodation provided for young people. Bunk beds are no longer in use. Previous hazards have been resolved and risk assessments ensure that facilities are appropriate and safe. More communal space has been made available in dormitories where this was previously limited. Leaders recognise that, in some boarding houses, the lounges are challenging for large numbers of boarders to congregate all at once although there are other areas that will accommodate larger numbers of boarders within their social time such as the Royals Cafe, Dining Hall, outdoor terraces and the Wellbeing Centre.

Each boarder has their own desk for private study. Study can and does also take place within the library and dining hall area which allows a variance for studying whilst maintaining adequate supervision levels. All boarding accommodation has and will continue to have suitable toilet and washing facilities, Shared bathrooms, with dual entrances, have locks on both doors, so young people have appropriate privacy.

House organisation is the responsibility of the House Parents who, along with the boarding house team, will be responsible for identifying repairs and hazards in their House.

Houseparents complete [risk assessments for individual houses](#), which are annually reviewed. An external contractor completes [fire risk assessments for each house](#).

All boarding accommodation has and should continue to have

- Appropriate heating, lighting and ventilation
- Suitable furnishings and soft furnishings
- Provision for disabled students or those with restricted mobility will be available on site but not necessarily in all Houses.

The Estates Manager will:

- Programme and manage all routine servicing and health & safety checks in Houses and around the site
- Allocate and manage cleaning staff to boarding accommodation
- Provide laundry services for Houses from both the central laundry facility and in each

House.

Boarding refurbishment and development projects will be prioritised and allocated funding each year under the Board of Directors Finance Committee agenda. The Maintenance department undertakes an annual condition audit of all Boarding Houses and classrooms during the Easter recess period in order to undertake prescribed maintenance related works. This procedure is managed with tick box forms for Maintenance technicians to complete and add comments for actioning on the Help Desk facility.

The Maintenance department has a yearly planner of scheduled service contracts for plant and equipment.

Housekeeping staff, House Parent staff and all faculty and staff through the online Maintenance Help Desk facility, have the ability throughout the year to report maintenance related repairs.

The Help Desk facility is an online system which allows faculty and staff to electronically register a work request relating to maintenance work identified throughout the estate. Health & Safety related works will be given priority attention by Maintenance management. Reasonable adjustments can be made supported by the [Accessibility Plan](#).

The removal of bunk beds and the addition of working desks for each boarder means that the accommodation is suitably furnished. All boarders are housed in accommodation which is of sufficient size for the boarders who reside there. Boarding accommodation is separated by gender and houses are organised by grade and age. Clean, suitable, sufficiently warm bedding is provided and spare bedding is always available.

Students may decorate their rooms within the bounds set by decency and good taste. Decorations should not damage or deface the room in any way. Decorations must be hung according to the guidelines set by Estates Management and House Parents Residents. This is published upon the Regulations section of the boarding pages on the School website.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

Throughout the virtual tour film, shared before the visit, it was evident that the campus sleeping accommodation is well organized. The risk assessments shared demonstrated a robust and well-managed approach to reducing risk. From the tour film, it was also clear that there is appropriate gender separation between the boarding students and suitable toilet and washing facilities are available. A range of options are available to boarders for study provision in the evenings and there are sufficient recreational spaces around the boarding accommodation to allow appropriate interaction.

Conversations with boarders indicated that they felt well supported in terms of the accommodation being appropriately lit, heated, cooled and ventilated, cleaned, and maintained. This contradicted a proportion of the responses from the CIS Community Survey where 38.3% of the responding 149 boarders disagreed or strongly disagreed with this area. It was evident from conversations with the director of boarding as well as a review of the Boarding Development Plan and the Boarding National Minimum Standards self-evaluation that significant work has been undertaken over the past 12 months. Effective measures have been employed relating to timely interventions and improvement in communication channels since these survey results. From the CIS Community Survey it is clear that some of the rooms may be susceptible during the summer months to over heating and this is an area that the school can continue to work to finding solutions.

Although there are no boarders currently with restricted mobility the self-study report demonstrates that provisions could be made as the needs arose, this was supported in conversation with the boarding self-study team. The accessibility plan highlights a structured and well-thought out process of assessment and action.

## Commendations

## Recommendations

Domain I Standard 6 - The director of boarding to work towards solutions regarding over heating in some of the boarding rooms to ensure there is consistency in the support of boarders well-being.





## **Part 2: Domain I - Standard I7 - Team Evaluation**

The number, quality and suitability of staff meets the needs of the students and staff supervision.

### **Ratings Rubric**

Team Evaluation Criteria I7i. Students are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. I7ii. Staff know the whereabouts of students in their charge at all times. I7iii. Staff know and implement the school's policy in relation to residential students going missing and their role in implementing that policy. I7iv. There is at least one adult member of staff sleeping in each residence at night, responsible for the boarders in the house. Future Aspirations I7i. How are staff development needs for the specific requirements of residential students being addressed and evaluated?

### **Self Ratings**

Exceeded

### **Response**

#### **Staffing & Supervision**

All staff will have Job Descriptions suitable for their post and role, held by the HR Department. The School has policies for Induction, Appraisal and PD which should be followed at all times.

A list of volunteers, their role and expectations is maintained as part of the Single Central Record. Volunteers will be under the management of a staff member at all times unless they are sufficiently cleared and trained in safeguarding practices to the same level as any other member of staff and are allowed to supervise students.

The School maintains a database of training and the monitoring of staff practice including a formal process of review throughout the academic year. Those employed in boarding have suitable and appropriate boarding objectives set, and are assessed against these, during an annual appraisal cycle through the Professional Learning Journey process.

The School implements a policy and protocol for adults not employed by the school living in school accommodation within a Boarding House which should be followed at all times. Any adult members of House Parent households who have a role within the house or regular contact with (and implied responsibility for) boarders, whether paid or unpaid, is clarified and made known to the house staff team.

All houses have a team of 7 staff, 2 Residential House Parents and 5 House Tutors. In addition, there are four Boarding Support Workers and 1 to 3 'roving' staff on duty during the evenings and weekends to monitor and supervise students around campus; these staff are mobile allowing them to attend areas where they are required. House Parents have significantly reduced or no teaching responsibilities enabling them to provide greater support to students. Staff are able to develop relationships with students and this in turn encourages students to seek adult support when needed.

Systems that enable staff to ascertain the location of students at any time are in place . Rules pertaining to off-site unsupervised activities are focused on students' safety. There are sufficient numbers of staff on campus to respond to emergency situations at all times.

There are no periods of time when there is not a named responsible member of boarding staff available to meet the needs of students. Staff are motivated and positive about the changes that have been implemented at the school. They are knowledgeable and able to implement good safeguarding practice, processes and procedures.

The Director/Head of Boarding and Head of School are responsible for arranging adequate and suitable staffing. House Parents are responsible for devising and implementing a staff rota for their House, alerting the Director of Boarding to any gaps or staff issues that may lead to a reduction in staffing levels (eg sickness, emergencies). Staff cover will be arranged by the Director of Boarding in the event of any reduction or potential reduction in staffing.

Boarding students are required to sign in and out of their respective Boarding Houses on the electronic Boardingware system whenever they leave or return to their House. They are required to do the same when they have a 'leave out' off campus for any reason, having completed and submitted a 'leave request' through the Boardingware system that has been

endorsed and approved by both parent and House Parents; boarding students will sign back in upon their return. All boarders inform a member of House Staff when they leave and/or re-enter the boarding house.

The School collects and records the mobile phone numbers of boarders and ensures that they have the appropriate contact number for the member of staff on duty. Signing-out records are regularly monitored by members of house and senior staff. Boarding houses are able to demonstrate the records or house lists used in the event of a fire drill, by day or night. Boarding houses also utilise a series of 'roll calls' and 'check-in's' during the day and in the evening.

The [Boarding Staff Handbook](#) provides relevant guidance and procedure for staff; the [TASIS Boarders Guide](#) provides guidance for students. The Boarding Staff Handbook includes relevant guidance and procedure regarding missing boarders. Systems and staff are able to distinguish between boarders who are absent from a day-time roll call, and those missing at night, or who fail to return from 'leave out' at the appointed time.

On call, overnight duty staff are available via the house mobile, via the resident staff members landline telephone and by boarders physically knocking on the door. This is seen to work well in practice.

All Boarding Houses are provided with suitable accommodation for residential staff that is suitably separated from the accommodation of boarding students. This includes separate toilet and washing facilities and separate dining facilities if that is preferred by the individual staff member.

In terms of training, all resident staff must complete the mandatory safeguarding training (which applied to all personnel who need to be fully cleared) before their first day (via EduCare) and policy reading:

### **Training**

- Child Protection in Education
- The Prevent Duty
- Child Exploitation
- Online Safety

## Policy Reading

- TASIS Safeguarding Children – Child Protection Policy
- Keeping Children Safe in Education (September, 2019) and Annex A
- TASIS England E-Safety Policy (which includes The Acceptable Use Policy)
- Behaviour Management, Discipline and Sanctions
- Students Missing Education and Missing Students Version
- Code of Conduct Policy for Faculty & Staff

In addition, resident employees must complete the EduCare training, An Introduction to Boarding. After their first day resident employees must also complete H&S training via G F Fire solutions. There are 2 parts:

- Fire Safety Awareness
- Workplace H&S

All new staff attend a [TASIS Orientation week](#), which covers components of boarding. [The Head of Boarding presents to all boarding staff in August](#) on key legislative and operational information. HOB Presentation. In addition to this all [boarding staff receive inductions within boarding Houses](#) via the lead Houseparent.

All boarding staff receive 1 to 1 supervision via the Head of Boarding and lead Houseparents, during which an agenda of issues are discussed, such as safeguarding and CPD opportunities. Houseparents attend and contribute to [weekly HP Meetings](#) where we cover an agenda of topics including safeguarding, house reports, week ahead, medical, h&s, maintenance, catering, housekeeping, compliance, staffing, risks assessments, complaints & behavior scenarios. Minutes from these meetings are shared with the wider boarding team as well as vested parties within the school.

The boarding staff set and review their goals via the TASIS Professional Learning Journey programme.

## Evaluator Ratings

Exceeded

## Evaluator Reason for Rating

The provision and scope of the supervision for boarders is excellent. There are a number of different staff who are available for boarders each night of the week. The boarding houseparents oversee the students within their houses, ably supported by a number of house tutors, boarding support workers, and roving house staff. The house staff undergo a thorough induction into boarding and are supported by the school through the Learning Journey Program.

Houseparents are qualified in first aid and mental health first aid and a number have significant experience in boarding and pastoral care. There are counselors available to boarders in the evening and medical staff are also on hand. From feedback from the SLT members and boarders, the boarding staff responded incredibly well during the COVID-19 pandemic period, supporting a number of students in the summer term 2020, remaining after the official end of the school term, returning early and supporting over the October half term. Their collective provision rose above and beyond the normal duty of care expectations.

From the presentation from the director of boarding, the Boardingware software allows boarding staff to keep track of the whereabouts of boarders, boarding staff have contact numbers for boarders and all boarders have the duty phone number available to them. There is a Student Missing Education Policy and a procedure embedded in the Staff Boarding Guide, focused on the response due to a missing boarder. All boarding staff are notified of this procedure as part of their induction. It is evident from the weekly rota that there is a responsible adult present in the boarding house each night.

During the visit, students referenced their desire for LGBTQ+ matters to be considered in the boarding context.

## Commendations

Domain I Standard 7 - The boarding staff for their commitment to the remaining boarders over the COVID-19 pandemic lockdown period, so that their health, mental health, and well-being were supported to the highest level.

Domain I Standard 7 - The director of boarding for providing and making available a comprehensive number of dedicated staff to support the boarders in the evenings to improve the well-being provision.

## **Recommendations**

None at this time.

## **Part 2: Domain I - Standard I8 - Team Evaluation**

There is a range of safe and varied leisure and free time activities that match the needs of boarding and homestay students.

### **Ratings Rubric**

Team Evaluation Criteria I8i. Students have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where they can be alone if they wish. I8ii. Students have access to information about events/issues in the world, are able to develop as global citizens. They have access to local facilities which are appropriate to their age and cultures. Future Aspirations I8i. How are residential students being encouraged to develop independence and responsibility as globally-responsible and active citizens?

### **Self Ratings**

Met

### **Response**

Leaders recognise that, in some boarding houses, the lounges are challenging for large numbers of boarders to congregate all at once, although there are other areas that will accommodate larger numbers of boarders within their social time such as the Royals Cafe, Dining Hall, outdoor terraces and the Wellbeing Centre.

Each boarder has their own desk for private study. Study can and does also take place within the library and dining hall area which allows a variance for studying whilst maintaining adequate supervision levels.

Boarders have access to a plethora of school facilities, such as the theatre, cafe, terraces, fitness centre, gym, music rooms, tennis courts and Wellness centre. Wifi access (Monitored via Smoothwall) throughout all Houses ensures that boarders have access information about world events/issues. The school provides weekly shuttle buses to local towns, so that boarders can access shops, restaurants and leisure facilities.

## Evaluator Ratings

Met

## Evaluator Reason for Rating

During the conversations with students and parents it was clear that despite the restrictions imposed due to the COVID-19 pandemic the boarding students continue to have access to safe recreational spaces in TASIS England. In January 2021 the wellness center is expected to return to normal operation, allowing the students a dedicated space for mindfulness practices and worship. The emphasis on mental well-being is central to the practices at the school and this was evident in a conversation with boarding students who highlighted how the boarding staff address crises.

Students indicated in their conversations having a range of sources which inform them of events around the world and the rooming procedure, which aims at ensuring that all boarders are exposed to different nationalities, and provides some opportunities of an appreciation of different cultures. While this happens organically, as students form friendships with each other, more could be achieved through more targeted intercultural opportunities. Students shared examples of international festivals and the sharing of foods from different areas, but this falls short of the dimensions of intercultural learning the school could be achieving. The boarders highlighted a number of activity options that are available to them in the local area.

## Commendations

None at this time.

## Recommendations

Domain I Standard 8 - The senior leadership team and the director of boarding to implement meaningful and authentic intercultural learning experiences within the boarding context to improve the boarders' sense of global citizenship.



## Part 2: Domain I - Planned Actions - Team Evaluation

As a result of the self-evaluation, the school identifies the actions necessary to strengthen this aspect of school life. The Self-Study should be action-orientated, with evidence-based evaluation leading to informed planning and proposed actions, in line with the school's Guiding Statements

### Ratings Rubric

There is no Rubric for this response.

### Self Ratings

No Rating

### Response

*13i. The induction and support programme matches the welfare and the learning needs of the students and the students are involved in giving feedback on its implementation.*

- **Continue to review the boarding induction programme** annually as a Houseparent development task.
  - Boarders to provide feedback on their induction experience via survey and meetings.
  - Guide for parents of new boarders in process.
  - Student Leaders to lead specific aspects of the induction programme.

*16v. The accommodation provided is appropriately lit, heated, cooled and ventilated, cleaned and maintained.*

- **Explore cooling options** for Thorpe Place Boarding Houses.
  - Gain feedback from Thorpe Place students during warm periods and identify which bedrooms are affected by adversely warm weather.

*17i. Students are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.*

- **Continue to develop a comprehensive programme of annual training** for boarding staff.
  - Continue to seek feedback from boarding staff on issues that they would like training in e.g. self-harm.
  - Boarding staff attending external courses to share their knowledge on course content during weekly HP meetings.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

The planned actions identified by the self-study committee in this section are appropriate and reflect the evidence provided during the visit and within the report. The boarding within the school has undergone a change in leadership in recent times and the changes in structures and approach are beginning to pay dividends. The boarding facilities and program at TASIS England exceed some of the standards within this domain and the work that is currently being undertaken will continue to drive this area of the school forward.

The continuation of reviewing and refining the boarding induction will strengthen the sense of belonging and ease of transition for both students and parents and the increased involvement of student leaders will help with the sense of purpose and ownership from the boarders.

Undertaking a review of the boarding houses and the cooling options available to boarders during the particularly warm periods of the year will increase the ability for boarders to feel settled and strong in their own well-being, particularly as the warm season tends to be aligned with the season of internal and external examinations. Small improvements tend to make the largest impacts and although this may be a lesser consideration for some stakeholders, it is an incredibly important for each and every boarder to feel consistently cared for by the school.

The development of a program of annual training focused on professional development will

be key to driving up standards and the growth mindset that is propagated by the school extends to all members of the community. The staff voice as a driver for change is key and the ability to feedback to the team to inform the decisions regarding training and share good practice, will also be important for consistency in delivery and future impact.

## **Commendations**

Please refer to commendations under individual standards for this domain.

## **Recommendations**

Please refer to recommendations under individual standards for this domain.

## **Part 3: Conclusions - Team Evaluation**

An opportunity for the school to summarise the self-reflection and self-evaluation process.

### **Ratings Rubric**

There is no Rubric for this response.

### **Self Ratings**

No Rating

### **Response**

The CIS Accreditation Team Evaluation self-study process began in earnest in September 2019 when we distributed the CIS Surveys to our students, parents, faculty, staff, alumni, and Board members. Domain committees were then established to analyse the results of the surveys, to discuss the guiding and essential questions, and to evaluate the domain standards. Evidence was gathered and utilised to explain our responses.

On March 20 of this year, TASIS England closed its campus and switched to distance learning in line with all schools in the country. Normal exam preparations and curricular expectations had to be modified as the faculty focussed on keeping all their students moving forward as best they could, a serious challenge with students in multiple time zones. The 2019-20 school year finished with online meetings, virtual celebrations and virtual graduations that offered a sense of closure and celebration despite the challenges of the pandemic for our students, faculty, staff and parents. Planning for a version of hybrid learning in the Fall and preparing for as safe a reopening of the school as possible commenced immediately and will continue throughout the summer.

Despite the current state of uncertainty in the field of primary and secondary education, we can feel a great sense of accomplishment in having written this CIS Team Evaluation report, as it shines new light on what kind of school we are and are becoming. Whilst there is much to celebrate in terms of our achievements, the Planned Actions in each of the nine domains have raised our awareness around the several critical areas for us to continue to focus on.

Throughout our self-study report repeated planned actions are:

- Continue to develop the Professional Learning Journeys program for faculty growth and development;
- Complete the first three-year cycle of the Curriculum Development program and prepare a new cycle;
- Integrate the newly created definition of Intercultural Learning into the school's curriculum and teaching;
- Integrate the newly created definition of High-Quality Learning into the school's curriculum and teaching;
- Develop a school wide Assessment Policy;
- Increase the opportunities for service learning in the Lower and Middle Schools;
- Build on the new IT Strategic Plan to improve students' and teachers' technological fluency throughout the school.

It is telling that none of the repeated planned actions refer to our security systems, safeguarding programs or our sense of community. The report also highlighted that the School's Mission, Commitments and Outcomes (implemented in January 2018) are not only embraced by the community but they guide our strategic planning. It is clear from the entire report that our Mission, pastoral care, security, safeguarding, community and communication are real strengths at TASIS England in 2020 for both our day and boarding communities. This was not always the case, as is explained in the pages of the report. After the 2016 inspection by Ofsted, the UK's educational regulatory agency, new security and safeguarding procedures and programs understandably became the school's top priority as did the need for a sense of stability and direction after a period of leadership transition throughout 2016 – 2017. Major changes in the governance of the school occurred at the same time, including the appointment of a new Head of School in July 2017. Teachers, students, and parents all became accustomed to a wide range of new and necessary safeguarding procedures. The focus on developing and implementing our Mission brought a renewed sense of community and stability, as can be seen in our student and faculty retention rates. The development of an ambitious Strategic Plan aligned to our Commitments initiated a process of review, reflection and continuous improvement in all aspects of school life and operation, including a renewed focus on curriculum development,

teaching and learning. A further commitment to transparency and continuous communication has enhanced the sense of community, care and compassion for which the school was always known.

TASIS England's next Strategic Plan will be dedicated to continuing the development and enhancement of the school's Mission and culture for the period 2021 to 2024. There are certainly grounds for optimism, not only because of the effective leadership from the new Head of School, but also because of the faculty and staff's strong commitment to the students and the school, as is evident in this report. The new Strategic Plan will certainly include the report's planned actions, and especially the repeated planned actions listed above.

This evaluation report, when viewed through the lens of history, has reconnected us to the vision of our founder, Mary Crist Fleming, who in 1962 was one of the founding members of ECIS, the older relative of CIS

([https://issuu.com/ecischools/docs/from\\_good\\_idea\\_to\\_global\\_influence?](https://issuu.com/ecischools/docs/from_good_idea_to_global_influence?e=19849782/63424925)

[e=19849782/63424925](https://issuu.com/ecischools/docs/from_good_idea_to_global_influence?e=19849782/63424925)). Through her vision and leadership, the TASIS schools have always strived to be exemplars of both intercultural and high-quality learning, the very qualities that now need continued development at TASIS England.

Transformative learning through intercultural relationships has been the hallmark of TASIS since its beginning. This CIS Team Evaluation self-study report inspires us to ensure this hallmark continues long into the future.

## Evaluator Ratings

No Rating

## Evaluator Reason for Rating

Due to the virtual nature of this visit, our report is a response to the extensive evidence supplied by TASIS The American School in England (TASIS England) in their self-study, the additional evidence prepared on request prior to the visit, recorded videos and live streamed observations, and through numerous interactions in our Zoom meetings. It is

important to acknowledge that the current rigid COVID-19 restrictions have placed a marked influence on this report. For instance, in our commentary on the domain evaluating teaching and assessment of learning, we realize that teacher flexibility in the use of learning spaces and teaching strategies have been impacted by government mandates due to COVID-19. The very nature of a virtual visit is restrictive and we are appreciative of the TASIS England community who worked resolutely with us during this virtual accreditation visit.

TASIS England presents as a diverse, innovative, and creative learning community. The leadership team, faculty, staff, students, and parents work together in an atmosphere of mutual respect to create a positive learning environment. The TASIS England Mission is to nurture intellectual curiosity and embolden each learner to flourish as a principled, open-minded, and compassionate member of a global community. In the school's own words, this is the reason why they exist. How they live their mission is through their commitments which they define as Pathways, Engagement, and Connection. The outcomes of which are Life-long Learning, International-mindedness, and Service Leadership

Students appear engaged in their learning, happy to be at school, feel active in their involvement of the school's decision-making, and are obviously achieving success. They are wonderful ambassadors for the school articulating points with passion and clarity, invariably treating each other and teachers with respect, and most impressively, able to engage meaningfully with visitors over an iPad in a classroom taking obvious pride in their school.

The parent body are also supportive of the school and its leadership's vision. They displayed genuine pride in the school and commended the head of school's willingness to engage with all stakeholders on his arrival, which in turn has led to continual improvement over the last few years and bodes well for the future.

The diversity of the school community is recognized, valued, and celebrated though the school is encouraged by the evaluation team to spend time developing meaningful deeper learning opportunities in relation to intercultural understanding ensuring that it is embedded in the curriculum, in relationships, and in the day-to-day life of the school.

The comprehensive and thorough self-study report proved to be both informative and

supportive ahead of and during the virtual team evaluation. It provided an excellent overview of the school and its unique characteristics as an independent and international school in the United Kingdom. The quality and quantity of evidence submitted provided opportunities for the evaluation team to understand the context of the school and we would encourage the team at TASIS England to work towards a more reflective approach on evidence to ensure that future evaluators are fully aware of the context and aspirations that make TASIS England a unique environment for students to grow and learn.

The impact of the COVID-19 pandemic on the school community was often discussed and, as has been the case with schools around the world, the events have had a profound effect on normal operations but also timelines and planned documents. It was clear from discussions over the visit that the community was grateful for the response of the management, ongoing support, mitigations implemented, and ongoing guidance provided by the senior leadership team, the faculty, and staff. The ongoing communication, provision of resources, and the development of online and hybrid learning were seen as real strengths.

The evaluation team has identified some important strengths related to the:

- excellent relationships in governance
- strong and inspiring leadership
- hardworking and collaborative faculty and staff
- celebration of diversity
- focus on and the importance of well-being and safeguarding
- resilience of faculty and staff
- boarding provision
- commitment to the TASIS Mission.

TASIS England has made significant progress in addressing the recommendations from the preparatory report. At the same time we recognize that as the school moves forward on its journey, there are key areas for growth in relation to ensuring:

- there is clear differentiation of achievement levels and activities in class lessons
- teaching and learning based on a structured and well-articulated curriculum
- meaningful and authentic intercultural understanding to ensure that it is embedded in



the curriculum in relationships and in the day-to-day life of the school

- there is a clear understanding of what it means to be a global citizen and how that is lived on a day-to-day basis
- that the school's own understanding of high-quality learning influences the teaching and learning of its community
- that digital citizenship is clearly defined and understood
- a continued focus on student safety and well-being, building on what has already been achieved
- school resources continue to provide for the academic, social, and well-being needs of all members of the community.

The evaluation team is grateful to be involved in the process of school improvement of TASIS England. The evaluation team would like to thank the TASIS England community for the warm welcome during Zoom meetings and the willingness to share the accomplishments, challenges, and plans for the ongoing improvement of the school. The enthusiasm of the faculty and staff was very evident. We would especially like to thank Mr. David Jepson, director of studies and accreditation coordinator, for his tireless work with the accreditation process and with the immediate needs of the evaluation team.

We are appreciative of the openness in discussions and patience in answering a myriad of questions and locating extra evidence after already completing the exhaustive tasks associated with the preparation of the self-study. The evaluation team are confident that the intensive work reflected in the self-study and the thorough identification of strengths and areas for further action will continue to encourage and enrich an effective ongoing school improvement process.

The school has navigated extraordinary change in the last few years and this is due to the dedication of its faculty and staff who love TASIS England and believe in it. They refer to the school and its community as a family and as a village. Even virtually this is self-evident. None of this is possible without the inspirational and dedicated leadership of Mr. Bryan Nixon, head of school, and the TASIS England board led by Mr. Fernando Gonzalez, Chairman.

## **Commendations**

CIS does not require commendations in this section.

## **Recommendations**

CIS does not require recommendations in this section.